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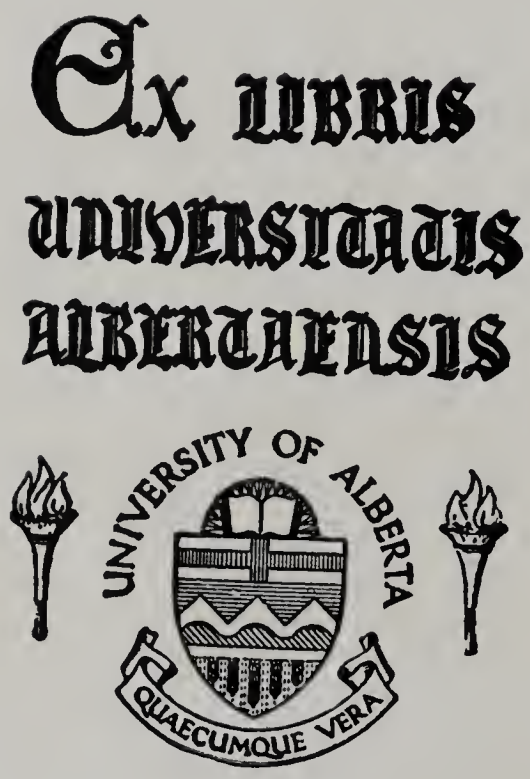

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A STUDY OF THE ROLE OF SUPERVISOR OF ELEMENTARY INSTRUCTION

by

ROY I. McLOUGHLIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of the Role of Supervisor of Elementary Instruction" submitted by Roy I. McLoughlin in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to examine the expectations for the position of supervisor of elementary instruction in school districts of the Province of British Columbia which are held by superintendents of schools, elementary school principals, elementary school teachers and supervisors of elementary instruction. It was assumed that the extent to which the supervisor can provide effective supervision is greatly influenced by the extent to which there is general agreement in defining his role.

The data were collected by mail through the use of questionnaires. Approximately 83 per cent of the questionnaires were returned. The data were coded and mechanical means used to assist in the analysis.

It was concluded that the supervisor is expected to provide assistance through the preparation of materials and programs to meet the needs of individual differences of children. A further conclusion was that teachers favour having the supervisor arrange for, or teach, demonstration lessons; teachers also support inter-visitation. Respondent groups were strongly in favour of the follow-up conferences between the teacher and supervisor following a classroom visit and apparently believe that the supervisor should encourage teachers to experiment with new teaching techniques and materials.

There is some conflict in the opinions of respondent groups related to reporting pupil progress. Teachers and principals do not favour having supervisors assess report card gradings or comments.

Finally, it was concluded that there is agreement among alter groups that the supervisor should be actively engaged in the staffing function, through giving assistance in the selection, placement and transfer of staff. It would appear that alter groups do not favour having the supervisor assist the superintendent with internal promotion or with written evaluation of staff members.

Personal characteristics of teachers were apparently a determining factor on the responses given to items relating to the provision of instructional materials, suggested time allotments, and seatwork for the main subjects. Female, intermediate teachers with from one to three years teaching experience supported these items and also favoured having the supervisor assist the superintendent with staff promotions.

The principal recommendations were that there is need for frank discussions among supervisors, superintendents, principals and teachers related to the role of the supervisor of elementary instruction. Such discussions could result in better relationships and the development of a more effective supervisory program. Supervisors should seek the cooperation of principals and teachers in organizing demonstration lessons, inter-visitation of staff and planned classroom visitations. Finally, it was recommended that staffing be planned cooperatively.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation for the guidance given by Dr. E. Miklos and Dr. W. D. Knill, in the preparation of this thesis. His thanks were also given to Dr. J. F. K. English, Deputy Minister and Superintendent, British Columbia Department of Education for permitting the survey to be carried out in the Provincial school districts.

Acknowledgment is also given to the district superintendents of schools, elementary school principals, elementary school teachers and supervisors of elementary instruction for their participation in the survey.

Lastly, the writer wishes to acknowledge the patience, encouragement and understanding of his wife, Madeleine, during the time of completing this study.

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CHAPTER I

INTRODUCTION

Improved supervisory practices in the schools of our country constitute a constant reminder of what can be accomplished through intelligent and cooperative planning and effort.[1] The primary function of supervision has always been to improve the teaching-learning process. However, recent developments in education have resulted in changes in the concept of supervision. As the tasks of teaching have become broader and more complex, there has developed a need for a form of professional assistance of the type which might best be offered by adequate supervision.

The major role of the supervisor of instruction in education is one of assisting teachers in the classroom, and in the performance of his role, he exercises certain responsibility and leadership. He works with other supervisors and administrators in identifying instructional problems and in giving leadership and assistance to teachers in their solution.

In some school systems or districts a staff of supervisors, consultants and directors of education, is provided in a system-wide arrangement. Although incumbents of these positions are housed in and organized as part of an office staff situated centrally, each operates in local schools, and when in such schools, works under the direction

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[1]Hanne J. Hicks, Educational Supervision in Principle and Practice (New York: The Ronald Free Press Company, 1960), p. 3.

of the building principal. This is the general practice in British Columbia.

I. SUPERVISION IN BRITISH COLUMBIA

The Province of British Columbia makes provision in the School Act for school districts to employ consultants, supervisors and directors as central office supervisory staff.[2] The incumbents of these positions are directly responsible to the superintendents of schools in the school districts. Duties assigned to the incumbents of each position are outlined in the Manual of School Law and Rules of the Council of Public Instruction for the Provice of British Columbia.[3]

Directors of instruction may be appointed in school districts which enrol over five thousand pupils. They may be empowered to write reports (which must be countersigned by the district superintendent of schools) on learning situations inspected in classrooms. The director may be given a permanent appointment to the position.[4]

The duties of the supervisors of instruction are outlined as follows:

> 11.15 Supervisors may be appointed in any school district.
>
> 11.16 A supervisor's duties may include general levels of instruction, such as elementary education or primary education, or may be restricted to a special subject field, such as music or industrial arts.

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[2] Manual of School Law and Rules of the Council of Public Instruction (British Columbia: Queen's Printer, 1958), pp. 124-125.

[3] Ibid. [4] Ibid.

11.17 A supervisor may, under the supervision of the District Superintendent, carry out such duties as will help teachers to improve classroom instruction by such means as discussion, provision of suitable teaching aids, demonstration lessons, or by making arrangements for such. He shall have access to any classroom and may advise any teacher on instructional matters. His duty in a school is to assist the principal and teachers in improving instruction.

11.18 A supervisor may discuss with the principal or with the District Superintendent of Schools suggestions made to the teacher for improving the learning situation in a classroom.

11.19 A supervisor shall not evaluate the work of any teacher on a written report.

11.20 A supervisor may be given a permanent appointment in that position.[5]

Teacher consultants may be appointed for a two-year term at a general level of instruction or in a special subject field. The main duty assigned the consultant is to assist teachers in classroom instruction through such means as observation, consultation and demonstration. Consultants do not evaluate formally the work of teachers and may not make any written reports on the work of any teacher.[6]

The director, supervisor and consultant assist the superintendent of schools and school principals in helping teachers improve methods of instruction. To allow the educational machinery to operate smoothly and effectively all district personnel must work in harmony. Conflict must be kept to a minimum. The better each member of the educational team performs his role, the better the possibility of providing a sound educational program.

It was the concern regarding the expectations held for the incumbent of the position of supervisor of elementary instruction that led to

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[5] Ibid., pp. 124-125. [6] Ibid., p. 125.

the present study.

II. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the expectations held for the behaviour of the incumbent of the position of supervisor of elementary instruction by elementary school teachers, elementary school principals and superintendents of schools, as well as by supervisors of elementary instruction themselves.

In the course of the study, the following questions were investigated:

1. What common expectations do alter groups hold for incumbents of the position of supervisor of elementary instruction?

2. In what supervisory areas is most intra-group conflict noted?

3. In what supervisory areas is most inter-group conflict noted?

4. What comparisons might be noted between supervisory practices and expectations?

5. Are any differences in expectations related to such factors as sex, years of experience, years of training or teaching level of persons holding the expectations?

III. NEED FOR THE STUDY

The role of supervisor of elementary instruction does not appear to be too well understood. In certain instances the supervisor has been looked upon as an "intruder" in the elementary school. The broadening of educational services in school districts, combined with the ever-

increasing complexity of the administrative tasks assigned to the elementary school principals, has resulted in the assigning of certain supervisory duties to other district personnel, but not necessarily to the acceptance in the system of such personnel. This problem is often magnified by the absence of any local district policy which might create a framework within which such personnel--and the supervisor of elementary instruction is a prime example--might operate.

Close liaison and cooperation with principals and teachers is of utmost importance if the supervisor of elementary instruction is to provide maximum assistance to the teaching-learning situation by improving methods of instruction. It is assumed that the less conflict there exists between any two positions, the greater the probability of success in supervision.

This study sought to analyze certain supervisory duties which might pertain to a supervisor of instruction. If, from the findings, ways and means can be noted which will produce greater harmony among the alter groups, and provide some clarification as to the expectations of the alter groups for the supervisor of elementary instruction, this study will have been of value.

IV. DEFINITIONS OF TERMS USED

Role. A role is a set of expectations. . . .It is a set of evaluative standards applied to an incumbent of a particular position.[7]

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[7]Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), p. 60.

Role conflict. When different groups indicate a lack of consensus concerning an incumbent's role, or if different emphases are expected, the result is termed role conflict.

Alter groups. Alter groups are those which define the role of an incumbent of a position in terms of expectations.[8] Alter groups in this study are district superintendents of schools, elementary school principals, and elementary school teachers.

Supervisors of elementary instruction. A supervisor of elementary instruction is a person appointed to that position by a board of school trustees of a school district in the Province of British Columbia.

V. DELIMITATION AND ASSUMPTIONS

Delimitation of the Study

This study has been delimited to include only the expectations for the behavior of supervisors of elementary instruction, and does not consider the positions of supervisor of intermediate education, of primary education or of special subjects. This delimitation may be justified for the following reasons: the supervisor of elementary instruction is given responsibility for supervising teaching-learning situations from grade one to grade seven, and must have a general knowledge of all subjects. Of necessity, then, he must be somewhat of a generalist whereas the supervisor of primary, intermediate or special subjects can specialize to a degree.

Each year through retirements, promotions, and teachers returning

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[8] Ibid., p. 58.

to university for further training, positions in school districts are subject to changes in personnel. For the purpose of this study data were collected from district superintendents, principals, elementary school teachers and supervisors of elementary instruction who were employed in their respective positions for the 1963-64 school term. It is possible that expectations held for the incumbent of the position of supervisor could vary if the study were conducted during another school term.

Basic Assumptions

In relation to the data collected, it was assumed that the questionnaire used in the study was answered frankly and honestly. A second assumption made was that the questions used on the questionnaire were adequate for determining the expectations held for supervisors of elementary instruction in British Columbia.

VI. ORGANIZATION OF THE THESIS

The study has been organized and will be presented as follows:

Chapter II presents a review of the literature pertaining to role analysis, role conflict and supervision.

Chapter III outlines the procedures followed in carrying out the investigation including the selection of the sample, the distribution of instruments and collection of the data, processing of the data and the statistical methods employed in the analysis of the data.

In Chapter IV, under the heading of "Supervisory Services and the District Program," an analysis of returns by the four respondent groups

is presented.

The following chapter, under the heading of "Improving the Quality of Teaching," an analysis of responses is given, emphasizing utilization of resource personnel, intervisitations, conferences, demonstration teaching, formal and informal visitations, follow up conferences and the use of evaluative instruments.

Chapter VI, which is titled "The Staffing Function," outlines the supervisor's role in the selection, placement, transfer and promotion of teachers.

In Chapter VII, under the heading of "Relationship of Characteristics to Expectations," an analysis of training, experience, grade level taught and sex of respondents is given.

The final chapter provides a summary of findings and conclusions and lists a number of recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of the literature which forms a basis for the present study. Since the thesis is related to role analysis and to the functions of supervision as handled by a supervisor, literature pertaining to role analysis, role conflict, supervision and supervisors is reviewed. This information is organized under these headings in the following order: role theory and role analysis, role conflict, models for role analysis, the supervisory function, and summary.

I. ROLE THEORY AND ROLE ANALYSIS

The concept of role has assumed a key position in the fields of sociology, social psychology, and cultural anthropology. Role frequently becomes the central term in conceptual schemes for the analysis of the structure and functioning of social systems and for the explanation of individual behavior. The definitions given to role are generally supported by a particular discipline. The anthropologists present definitions stressing cultural patterns; the social psychologists define role stressing individual perceptions; and the sociologists present definitions favoring the group process approach. Thus, as the emphasis is shifted from discipline to discipline, a shift is noted in the meaning given to role.

Differences in the definition of role may in certain instances be

purely semantic; the same phenomena are given different names by different people. Thus, what is defined by one author as role may be referred to by another author as status.[1]

Gross, Mason and McEachern report that all disciplines are in agreement with three basic ideas which appear in most of the conceptualizations considered, and, at times in the definitions themselves. These are "that: (1) in social locations people (2) behave (3) with reference to expectations."[2]

An Anthropological Definition

Ralph Linton, a pioneer in presenting the definitions of role analysis, stresses the importance of cultural patterns in defining role.[3] He infers that a role is a more or less fixed set of behaviors. Linton's concern appears to be with the total society, for he considers the three distinct elements as essentials for the existence of a society to be, ". . .an aggregate of individuals, an organized system of patterns by which the interrelationships and activities of these individuals are controlled, and the esprit de corps which provides motive power for expression of these patterns."[4] Linton believes that the more perfectly members of a society are adjusted to statuses and roles, the more

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[1]Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), p. 17.

[2]Ibid.

[3]Ralph Linton, The Study of Man (New York: Appleton-Century-Croft Inc., 1936), p. 113.

[4]Ibid.

smoothly the society will function. He defines status and role as follows:

> A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . .The role represents the dynamic aspect of status. . . .When (the individual) puts rights and duties which constitute the status into effect, he is performing a role.[5]

It is through the occupancy of status by individuals, and their performance of roles, that the "business" of society is accomplished.[6]

It would appear that Linton views role as apparently having reference not to actual behavior of an occupant of a position but to behavioral standards.

A Social Psychological Definition

A social psychological definition of role emphasizes individual perceptions. Newcomb, who is somewhat concerned with the impact of culture and social structure on the behavior of individuals, distinguishes between role behavior and role. He states that role behavior is the actual behavior of position incumbents, whereas role is the ways of behaving expected of position incumbents.[7]

Another supporter of the social psychologist view is Sarbin, who suggests that role theory "regards human conduct as the product of the interaction of self and role."[8]

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[5] Ibid., pp. 113-114. [6] Gross et al., op. cit., p. 12.

[7] Theodore Newcomb, Social Psychology (New York: The Dryden Press, 1951), p. 280.

[8] Theodore S. Sarbin, "Role Theory" in Gardner Lindzey (ed.), Handbook of Social Psychology, Vol. 1 (Cambridge: Addison-Wesley Publishing Company, 1954), p. 225.

Sargent's view of role is similar to that of Newcomb. He states that "a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."[9] He further states that roles "have ingredients of cultural, of personal, and of situational determination. But never is a role wholly cultural, wholly personal, or wholly situational."[10]

The social psychologist hypothesizes that the incumbent of the position has some effect upon the nature of the role he will play.

A Sociological Definition

The starting point for the sociologist in defining role is the interaction situation which implies behaviour, and he requires a concept to represent how individuals do behave in addition to how they should behave as incumbents of a position. Parsons is a strong supporter of this concept. He defines role as the "participation in a concrete process of social interaction with specified, concrete role partners."[11]

The sociological concept is supported by Davis, who views role as the manner in which the incumbent of a position actually carries out the

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[9]Stansfield Sargent, "Concepts of Role and Ego in Contemporary Psychology," John H. Rohrer and Harry A. Murray (eds.), Social Psychology at the Crossroads (New York: Harper and Brothers, 1951), p. 360.

[10]Ibid., p. 359.

[11]Talcott Parsons, An Outline of the Social System (Vol. I of Theories of Society, Talcott Parsons (ed.) (Glencoe, Ill.: The Free Press Inc., 1961), p. 202.

requirements of his position.[12] Davis implies that the role is influenced by factors other than those situated in the position itself. He states:

> How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself.[13]

Parsons developed his conception of role to fit into a theoretical model for social systems as a part of a general theory of action, while Davis and other sociologists emphasize group processes.

Role Analysis

Gross, Mason and McEachern emphasize that for any class of incumbents of a position, the study of role must include the study of their own actual performances, their own expectations, and the expectations of those occupying other positions within or without the organization which will be affected by the role.[14] The authors support their statement by saying: "In other words in a system of inter-dependent parts, a change in any relationship will have an effect on all other relationships, and the position can be described only by the relationships."[15]

Only recently has role consensus begun to receive serious study and be recognized as an important and serious problem. From a review of the research available, it would appear that the point of contention

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[12]Kingsley Davis, Human Society (New York: The Macmillan Company, 1950), p. 90.

[13]Ibid. [14]Gross et al., op. cit., p. 30. [15]Ibid.

in role study is one of role definition. There is ambiguity in definition, and will continue to be ambiguity unless the specifications are clearly drawn as to who will be the role definers.

II. ROLE CONFLICT

Considerable attention has been directed in recent years to the causes of and the problems resulting from role conflict. Numerous definitions of role conflict have been presented in the literature. Sarbin suggests that role conflict occurs when "a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of others."[16]

Parsons includes in role conflict "situations in which an actor may be exposed to incompatible expectations as a consequence of his occupying a single position."[17] A supervisor of elementary instruction, for example, may experience conflict due to his perception that the superintendents, principals, and teachers hold contradictory expectations for his behavior. The source of conflict arises "from contradictory expectations held for the incumbent of a single position."[18] That individuals and groups hold incompatible expectations for the behavior of a particular role incumbent is noted by Miklos, who states that "numerous role studies have shown in general that there is a lack of consensus among the various groups and individuals who may hold

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[16]Sarbin, op. cit., p. 225. [17]Parsons, op. cit., p. 243.

[18]Gross et al., op. cit., p. 5.

expectations for the incumbent of a single position."[19]

Gross and others found from trial interviews that conceptualizations of role conflict contained certain inadequacies. The interview revealed that the "actors frequently were exposed to incongruent expectations as incumbents of single positions."[20] The authors indicate that they "were forced to change their thinking about the resolution of role conflict from a concern of why an actor selects one position over another, to why an actor conforms to one rather than another expectation for his behavior."[21]

The definition given by Gross and others for role conflict is "any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations. . . ."[22]

The consequences of role conflict are not always easy to perceive. The literature appears to support the belief that they affect the functioning of individuals as well as the success of society, or groups in a society in very profound ways. Conflict, disagreement, misunderstanding and confusion as to who should do what, can have serious influences upon the operation of any organization. That these influences have an impact upon individuals is also recognized. A number of role studies reported in recent years have sought to determine the consequences of role conflict. The consequences of role conflict often have been frustration for the

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[19]E. Miklos, "Dimensions of Conflicting Expectations and the Leader Behavior of Principals" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1963).

[20]Gross, et al., op. cit., p. 5. [21]Ibid., p. 6. [22]Ibid., p. 440.

individual and ineffectiveness for the institution.[23]

Getzels and Guba are firm in their belief that steps can be taken to overcome, or at least reduce role conflict. With respect to staff relations, they see the unique task of administration as one that will "integrate the demands of the institution and the demands of the staff members in a way that is organizationally productive and individually fulfilling."[24] They claim that the ". . .task of administration seeking to develop high morale, is the maintenance of reasonable levels of agreement among expectations, needs, and goals."[25]

The resolution of role conflicts and the clarification of role perceptions are important to staff morale and productivity. Much can and should be done to prevent conflicting demands upon incumbents of a position.

III. MODELS FOR ROLE ANALYSIS

A number of models have been constructed which attempt to explain role analysis. One of these which was prepared by Getzels and Guba (Figure 1) is a model of social behavior which has been instrumental in stimulating research in the field of administration and supervision.[26] This model is based on both psychological and sociological concepts. Society is conceived as being divided into two classes of

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[23] ASCD, op. cit., p. 82.

[24] J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, LXV:4 (Winter, 1957), 423-441.

[25] Ibid., p. 440. [26] Ibid., p. 429.

phenomena, both interdependent and interactive. These classes are labelled individuals and institutions. Individuals have personalities which in turn are composed of need-dispositions. Institutions carry out such functions as educating and governing and are composed of roles. Roles are composed of expectations. Both need-dispositions and expectations are seen as contributing to social behavior. The leader who concerns himself primarily with roles is classed by Getzels and Guba as being nomothetic; while the leader concerned with the individual and his needs and personality is classed as being idiographic. [27]

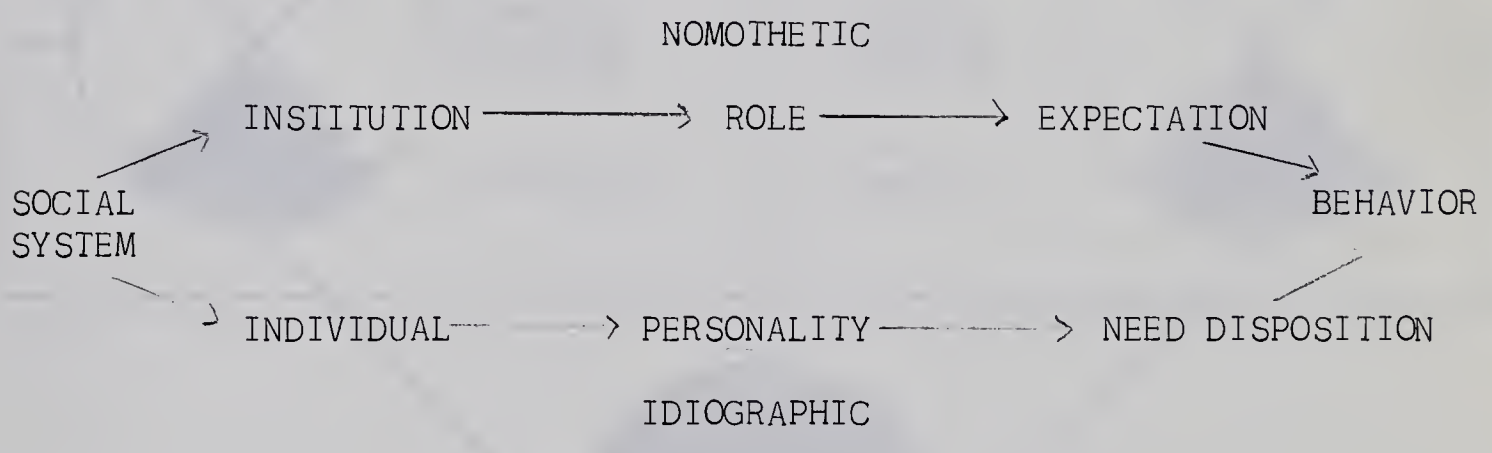

FIGURE 1

GENERAL MODEL SHOWING THE NOMOTHETIC AND IDIOGRAPHIC DIMENSIONS OF SOCIAL BEHAVIOR

Nearly every role theorist, regardless of the frame of reference in which his analysis is couched, has adopted the view that a position is an element or a part of a network or system of positions.[28] Figure 2 presents a system model, which shows the multiple relationships of the

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[27] Ibid., pp. 436-437. [28] Gross, et al., op. cit., p. 50.

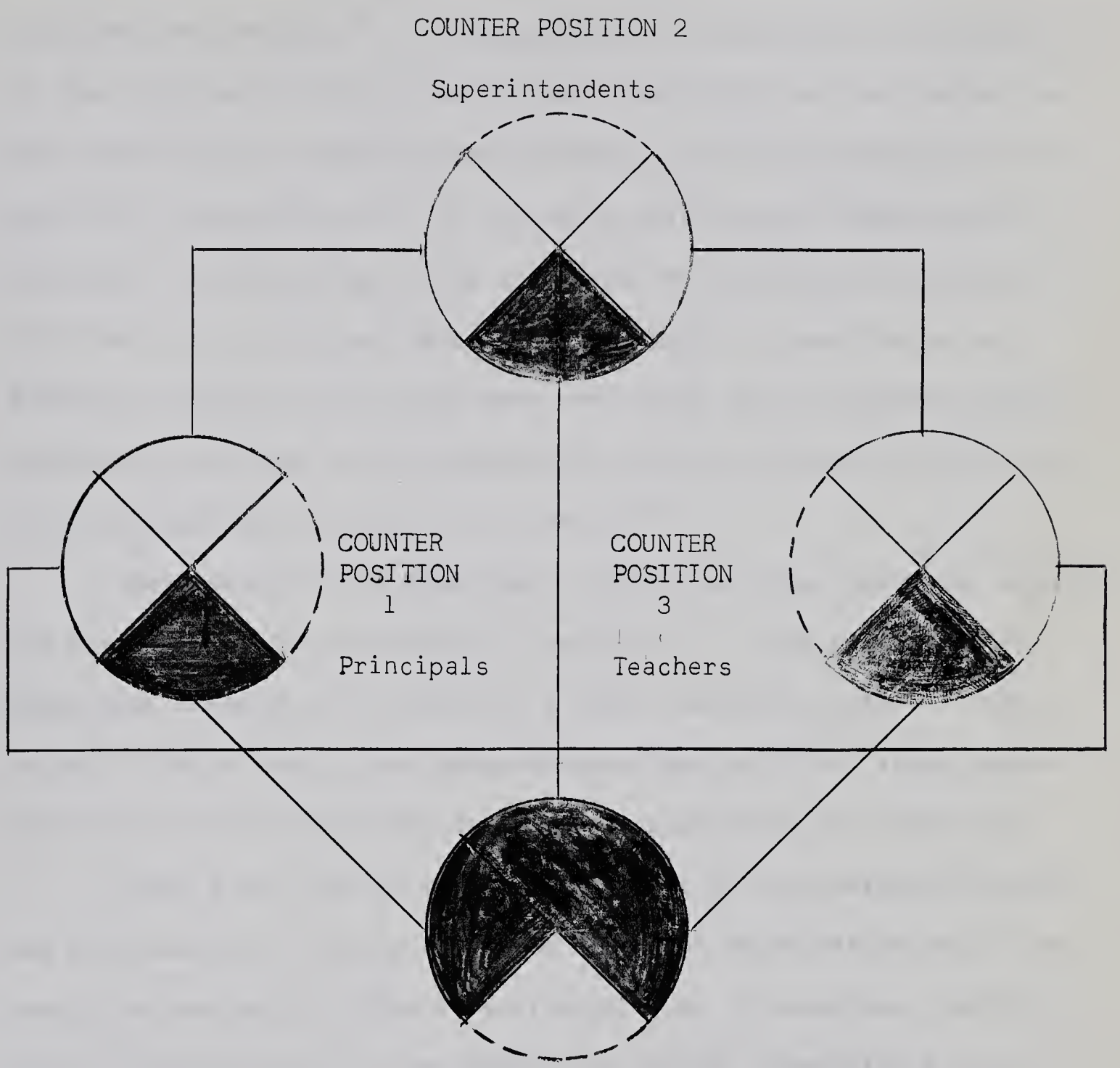

FIGURE 2

A SYSTEM MODEL

supervisor of elementary instruction with the position of superintendent, principal and teacher.[29] To understand the relationship of position 3 to the focal position—for example, the relationship of the teacher to the supervisor of elementary instruction--it may be necessary to know about the relationship of 1 to the focal position--to understand the principal's relationship to the supervisor of elementary instruction--for this relationship may influence the teacher. Gross, Mason and McEachern summarize this point when they state that "a position can be completely described only by describing the total system of positions and relationships of which it is a part."[30]

Cheal supports the view that, "every individual and group associated with a role have expectations toward it. . . .The pattern of all behavioral expectations focused on a status defines a role."[31] Cheal suggests that a role is not adequately defined until all alter groups associated with the position have been considered as role definers.

Cheal also presents a conceptual model of role definition which has been adapted in Figure 3.[32] The levels of expectations are illustrated as they apply to the role of supervisor of elementary instruction. The outer circle A represents the general expectations of all alter groups for any supervisor of elementary instruction. Circle B shows the expectations held by these groups for the supervisor of elementary instruction in a particular district, where the educational level of pupils and size of staff and other variables are known. Circle

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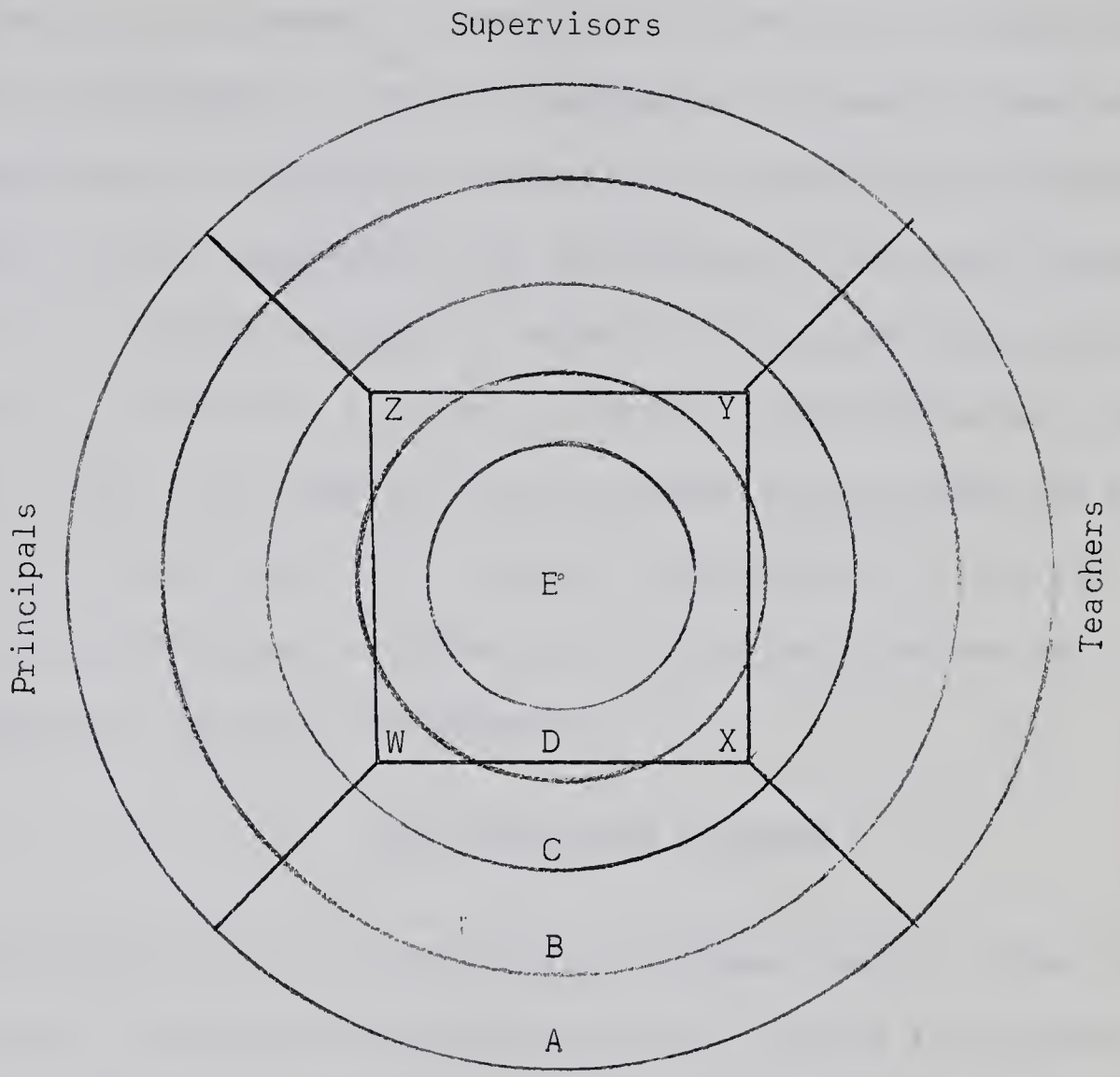
[29] Ibid., p. 53. [30] Ibid., p. 53.

[31] J. E. Cheal, "Role Conflict in the Principalship of the Composite High School" (unpublished Master's thesis, University of Alberta, Edmonton, 1958).

[32] Ibid., p. 14.



Concentric Circles

A. General Expectations

B. Particular Expectations

C. Personal Expectations

D. Area of Interaction

E. Incumbent's Expectations

Teacher Groups

Principal Group

Superintendent Group

Supervisor Group

WXYZ--Resultant Role Definition

FIGURE 3

SUPERVISOR'S ROLE--AN ADAPTATION OF CHEAL'S MODEL

Circle C illustrates the more specific expectations of these groups when a particular incumbent is considered in the role of supervisor of elementary instruction. Circle D represents the specific expectations of a supervisor of elementary instruction in a particular situation. The inner circle E represented the expectations of the role incumbent himself. His expectations are a composite of his training, experience, personality, and the way in which he perceives that the alter groups define his role. The result of all the expectations toward the position is WXYZ, the role itself. The constant interaction of all groups results in the continual modification of their expectations and consequently of the role configuration.

IV. THE SUPERVISORY FUNCTION

Concepts of role and role analysis become useful in the study of supervision in terms of the definition of the role of the supervisor. Supervision has been the subject of several changes in emphasis since its beginning in the middle of the nineteenth century. Modern supervision appears to be directed more toward cooperation and planning than the so-called traditional supervision of the past. Today, supervision is generally seen as leadership which encourages a continuous involvement of school personnel in a cooperative effective school program.

This emphasis is apparent in the writings of a number of authors--Burton and Brueckner, in contrasting traditional with modern supervision, list such terms as "inspection," "imposed and authoritarian" under

traditional supervision, and contrast these with "study and analysis," "derived and cooperative," and "definitely organized and planned" in modern supervision.[33] There are, according to Bartky, seven popular concepts of supervision: autocratic; inspectional; representative; cooperative; democratic; invitational; scientific; and, creative.

1. All define the same purpose for supervision--namely, improving teaching.

2. All imply that there is some agency necessary to give direction to this purpose.

3. All indicate that there is a dynamic element in this purpose.

4. All promote the same methodology for attacking the problem of improving instruction.[34]

Even though statements such as these might be deleted by some, it seems to be agreed that supervision is a resource, consultant and leadership service which can contribute significantly to the solution of educational problems and the realization of educational goals considered important by teachers and supervisors.

Often supervision is described in terms of the function which supervisors perform. Enns lists as the four functions in supervision: the staffing function, related to the recruitment, selection and placement of teachers; the motivation function which provides the stimulus for

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[33]William H. Burton and Leo J. Brueckner, Supervision (New York: Appleton-Century-Croft, Inc., 1955), p. 113.

[34]John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953), p. 21.

creative work; the consultation function, which includes in-service education and professional development; and the programme development function, involving adaptations of the curriculum and experimentation in teaching techniuqes.[35]

The fulfillment of such functions should not be viewed as ends in themselves. Their benefits emerge only from the positive effects on teaching and, consequently, on learning. The basic criterion for providing for supervision will be the extent to which it stimulates the educational process in a constructive direction.

The Supervisor

The attitudes and work of each administrator on the teachers in a school district will have an indirect, if not direct, bearing on the success of a supervisor as he tries to assist others. Barr, Burton and Brueckner report that "teachers object. . .to formal, uninspired and dogmatic supervision and to supervisors lacking personality and training . . . ."[36] However, there are no simple, concrete attributes of a supervisor which will guarantee for him the operation of effective human relations with his co-workers. The attitude of the supervisor and his ability to develop wholesome and constructive attitudes in his co-workers determines the effectiveness of the supervisory programme.

MacKinnon suggests that supervisors must use a combination of

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[35]Frederick Enns, "Supervision: A Rationale," The Canadian Administrator, II:27 (April, 1963).

[36]A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision, Second Edition (New York: Appleton-Century-Crofts Inc., 1947), p. 35.

methods in the implementation of his duties if there is to be effective communication between the supervised and the supervisor. He states:

> Statistical examination. . .showed that no single technique was successful when used by itself. . . .Teachers--and indeed, most sophisticated people--are suspicious of simple solutions or panaceas for complex classroom problems.[37]

The skillful supervisor has the ability to adapt as the situation demands. He does not believe that there is only one correct approach to an educational problem. Brown suggests that the effective supervisor is a person who will shift ground as the situation demands.[38]

There may be a difference between what a well-prepared supervisor should be able to do, and what a supervisor should actually do in a given position. Ayer maintains that, "what a supervisor should actually do is best determined by the supervisor's own interest and abilities, the standard requirements and the needs of the local school situations, and the time available by other members of the educational staff."[39]

The supervisory role is mainly concerned with human relations. The supervisor must work cooperatively with teachers and administrators to help improve the teaching-learning situation. The person who would be the natural choice as a supervisor is, in Reeves' view, the teacher who has a strong measure of human relations and technical-educational

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[37]A. R. MacKinnon, "Toward More Effective Communication in Supervision," The Canadian Administrator, II:55 (February, 1963).

[38]Alan F. Brown, "Teaching Under Stress," The Canadian Administrator, I:6 (March, 1962).

[39]Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper and Brothers, 1954), p. 447.

skills.[40]

Supervisory Activities

Supervision must be directed toward the improvement of the district curriculum, and to improvement of teaching technique, or, more specifically, to teacher improvement. In his efforts toward improving those areas, the supervisor of elementary instruction will employ and use a number of techniques and activities. Literature related to supervisory functions lists numerous methods and devices. In this section are outlined a limited number of these, which stress areas being covered in this study. These are presented in order under the following headings: the curriculum--adapting the provincial programme; individual assistance; group consultation; demonstration teaching, and staffing.

The curriculum--adapting the Provincial programme. Supervisory programmes should foster continuous study of methods for adapting the provincial curriculum to meet the needs of a particular district, and, more important, the needs of individuals in classrooms. Melchior stresses what he calls "on the spot" curriculum revision, to clarify and develop understanding of school-wide objectives.[41] He claims that "it helps teachers more skillfully to select and to provide superior experiences that appeal to children's interest and are within their

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[40]A. W. Reeves, "Trends in Canadian School Administration," The Canadian Administrator, II:2 (October, 1962).

[41]William T. Melchior, Instructional Supervision (Boston: D. C. Heath and Company, 1950), p. 233.

learning capacities."[42]

The supervisor has the responsibility of seeing that teachers have the necessary background for identifying and for keeping the emphasis of their activities in harmony with pupil purposes.

Individual assistance. Individual assistance ranks high with teachers as a supervisory service, for here teachers and supervisor have an opportunity to meet, face to face, to consider educational matters. The individual conference can deal directly with problems of mutual concern to the teacher and the supervisor. Barr, Burton and Brueckner believe that individual assistance, through conferences will receive data from many sources:

1. Reactions, suggestions, and criticisms arising from observations, discussions and so forth;
2. observation of activities;
3. need sensed by workers which induces them to seek assistance; and,
4. needs discovered by pupils, teachers and supervisors working cooperatively for the achievement of the purpose of education.[43]

Supervisors, in working in a face-to-face situation with teachers, must continually emphasize the improvement of teacher morale. The following principles, presented by Andrews, might be considered by supervisors:

1. Examine existing provision for supervision in the schools to ensure that they do not, in fact, constitute a denial of professionalism in the teachers.
2. Take an interest in the teachers, showing consideration for their interests. . . .
3. Remove as many as possible of the sources of frustration for teachers.

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[42] Ibid. [43] Barr, et al., op. cit., p. 739.

4. Discuss with teachers what should be expected of them in the way of specific duties and of general performance of the teaching job. . . .
5. Treat all teachers on the staff as competent, professional people until they demonstrate that they are not. . . .
6. Encourage teachers to feel personally responsible for the school as a whole by seeking their advice on important policy matters. . . .
7. Make a point of recognizing the accomplishments of staff members.
8. Provide frequent opportunities for staff members to meet socially under informal circumstances. . . .
9. Show yourself to be keenly interested in the education of children, be vigorous in your attempt to improve the operation of the school, and reasonably courageous in implementing new practices.[44]

Classroom visitation by the supervisor generally will be welcomed by the teachers, once they overcome the feeling of insecurity and realize that they can improve their methods through working with the supervisor. Bartky maintains that if the supervisory visits are always sympathetic, understanding and constructive, teachers will solicit rather than reject formal visitation.[45]

Teachers do not appreciate having supervisors observe the teaching-learning situation and then leave the classroom and the school without discussing the lessons with the teacher. Teachers may differ greatly in their ability to accept, understand or benefit from suggestions that involve changes, but suggestions that will help a teacher improve her methods are usually welcome.

Group assistance. Equally important in a programme of supervisory

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[44]J. H. M. Andrews, "The Principal--A Unique Supervisor," The Canadian School Principal (Toronto: McClelland and Stewart Limited, 1962), p. 67.

[45]Bartky, op. cit., p. 146.

assistance is group work, examples being workshops, committee work and group conferences. The supervisor, depending upon the situation, will play various roles. At times the supervisor may lead a discussion, at other times he is a resource person for providing information. Franseth claims, "For group work to be most productive, teachers and other personnel must be in on the planning and decision making."[46]

One of the large group approaches to improvement recently in vogue is the educational workshop. Barr, Burton and Brueckner define a workshop as "an assemblage of persons working with expert assistance concurrently and cooperatively on common needs."[47] The supervisor may initiate the workshop and act as coordinator, or may take a more minor role.

Demonstration lessons. Demonstration, as used in this study, refers to a situation where a teacher or supervisor performs or "demonstrates" purposely for the sake of observation by others. The demonstration teaching is not to be construed, as Melchior says, "as a device by which a teacher is to be shown that he is 'wrong'. . . .The problem is always, 'Is this procedure the best we can together formulate?'"[48] The observing teachers should be aware of the purposes of the demonstration and should be prepared to discuss the performance with the demonstrating teacher or supervisor after it is over.

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[46]Jane Franseth, Supervision as Leadership (New York: Row Peterson and Company, 1961), p. 90.

[47]Barr, et al., op. cit., p. 711. [48]Melchior, op. cit., pp. 52-53.

The staffing function. The selection, transfer and promotion of a school district staff is a responsibility of the District Superintendent of Schools. Supervisors of instruction can play a major role in assisting the superintendent in selecting staff, for the supervisor will be aware of the requirements of schools in the district. The supervisor can also provide information for the superintendent on the teaching ability of teachers requesting transfer.

Teachers realize that supervisors evaluate the teaching-learning performance, and want members of the central office to be made aware of their capabilities when promotions are being considered. Perhaps the supervisor can assist by providing such information. However, there may be some limitations and dangers in carrying out such practices, for if the supervisor should report to the Board, it may well be that such reports may not always be favorable to the teacher and this could result in friction between the teacher and supervisor.

V. SUMMARY

In this chapter were presented the theories of role analysis as described by the anthropoligist, the social psychologist and the sociologist, and it was suggested that the study of role has only recently been recognized as a meaningful and important concept.

Role conflict was discussed because it was assumed that role conflict in the form of disagreement among teachers, principals, superintendents and supervisors of elementary instruction has considerable bearing upon the functioning of the supervisor of elementary instruction.

Conceptual models of role definition were presented to illustrate that role conflict arises when alter groups hold incompatible expectations for a role. In this study it was hypothesized that there would be certain incompatible expectations among alter groups relating to the role of supervisor of elementary instruction.

Some concepts and functions of supervision were also presented, and it was noted that supervision is a service which can contribute to the realization of educational goals considered to be of importance to teachers and supervisors. The literature emphasized that good supervision is a means to an end.

The supervisor must deal with people thus the importance of human relations was stressed. The effective supervisor must develop constructive attitudes within his co-workers if the supervisory programme is to be effective. The skillful supervisor must be able to adapt as the situation demands.

The role played by the supervisor of elementary instruction, the inter- and intra-group conflicts which may result among respondent groups pertaining to this role, and the assistance which might be offered teachers as a result of sound supervision practices, classroom visitations, and follow-up conferences, when considered collectively, were construed as the basis for this present study. In preparing the study, it was realized that a complete analysis was inconceivable, for, as Gross, Mason and McEachern suggest, "No matter how complete the analysis, there are always some things which must be left out; we must always select and abstract."[49]

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[49]Gross, et al., op. cit., p. 56.

CHAPTER III

PROCEDURE FOLLOWED IN CARRYING OUT INVESTIGATION

This chapter outlines the preparation of the questionnaire, the selection of the population and sampling procedures used in the survey, and the distribution and collection of data. An explanation is given of the statistical methods used and the analysis of the data is discussed.

I. PREPARATION OF THE QUESTIONNAIRE

A forced-choice questionnaire was used by the investigator to determine the expectations held for the incumbents of the position of supervisor of elementary instruction. This type of questionnaire was preferred to the open-end questionnaire because it was considered that a forced-choice questionnaire would more adequately cover the specific areas of supervision under consideration.

A questionnaire containing a list of supervisory functions which the investigator considered could be adapted for this study had been prepared by Hrynyk.[1] Consequently, the first task was to adapt the list to include the most generally accepted functions of a supervisor of elementary instruction. The questionnaire is contained in Appendix A.

The questionnaire presents a list of typical supervisory functions relating to curriculum development, utilization of educational facilities, programme improvement, in-service education, improvement of

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[1]N. L. Hrynyk, "Supervisory Needs: West Jasper Place Public Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

instruction, general consultation, the coordination function, and the staffing function which a supervisor of elementary instruction might be expected to perform. Respondents were directed to reply by marking one of a four-category continuum of responses: "Strongly Agree," "Agree," "Disagree," or, "Strongly Disagree."

The analysis of the position of supervisor of elementary instruction was carried out with respect to how the incumbent of the positions should behave and this was compared with actual performance as determined by reported practice of the supervisors of elementary instruction.

II. THE POPULATION AND SAMPLE

This study involved nineteen school districts in the Province of British Columbia. Each of these districts was requested to forward a list of principals and teachers employed during the 1963-64 school year. To obtain the sample of teachers and principals, the following procedure was used. The elementary school teachers were listed in alphabetical order for each district, and every twelfth name was selected from the list. Names of principals were listed in a like manner, and every third name was chosen. This gave a sample of two hundred forty teachers and sixty-five principals. Supervisors and superintendents selected in the study were those employed in the nineteen school districts.

The sample used in the study and the percentage of questionnaire returns is shown in Table I.

Of the possible teacher returns, 196, or approximately 83 per cent were received. Fifty-seven of the sixty-five principals, or

approximately 88 per cent, responded. Seventeen of nineteen superintendents and seventeen of nineteen supervisors forwarded completed returns.

TABLE I

NUMBER OF RESPONDENTS SELECTED FOR THE STUDY AND PERCENTAGE OF QUESTIONNAIRE RETURNS

Respondent	Number Selected	Number Returning Questionnaire	Percentage Return
Principals	65	57	88%
Superintendents	19	17	89
Teachers	240	196	82
Supervisors	19	17	89

Table II presents a summary of the distribution of selected characteristics of respondents. It would appear that the sample represents respondents with varied years of training and experience.

Teachers of both primary and intermediate grades were included in the sample. These numbers, and the certification of each respondent, are shown in Table III, page 35.

III. DISTRIBUTION AND COLLECTION OF DATA

The questionnaire and self-addressed return envelopes were mailed to respondents in December 1963. Letters were enclosed explaining the purpose of the study and the nature of the questionnaire; these letters are included in Appendix B. The questionnaire to determine practices of

TABLE II

CHARACTERISTICS OF RESPONDENTS SELECTED FOR THE PRESENT STUDY

Characteristics	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
Years of training				
1 - 3	17	--	117	6
4 - 6	40	13	79	11
7 - 9	--	4	--	--
Years of experience				
1 - 3	6	--	49	--
4 - 7	12	--	44	1
8 - 12	15	--	45	2
Over 12	24	17	58	14
Sex				
Male	54	17	91	8
Female	3	--	105	9

TABLE III

TEACHING LEVEL AND CERTIFICATION OF RESPONDENTS

Characteristic	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
Teaching Level				
Administration	57	17	--	17
Intermediate	--	--	109	--
Primary	--	--	87	--
Certification				
EC	--	--	15	--
EB	5	--	107	--
EA	12	--	61	10
PC	12	--	10	5
PB	20	3	3	2
PA	8	14	--	--

supervisors which were mailed in March of 1964 contained the same items as the expectation questionnaire but the responses "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" were replaced with "Always attempt to do this," "Usually attempt to do this," "Seldom attempt to do this," and "Never attempt to do this."

IV. PROCESSING OF DATA AND STATISTICAL METHOD

Because this analysis was to be carried out primarily item-by-item, it was deemed desirable to use IBM equipment in tabulation and

analysis of results. Raw data from the general questionnaire was processed through the use of IBM punch cards. Appendix D contains a table showing the response distribution for each item.

Inter-Group Conflict

To distinguis between items on which there was general agreement and those on which there was inter-group conflict, chi-square tests were used. The five per cent level was accepted as indicating lack of consensus between any two respondent groups. The chi-square method tests whether differences among several response distributions for a single expectation item are ascribable to change; it is not a measure of the degree of association between the response distributions. In order to test for significant differences, tables similar to those shown in Appendix D for independent items were collapsed to a 2x4 table, where a significant difference was noted on a 4x4 table. Responses from the "Strongly Agree" and "Agree" cells were combined to provide a larger number in the cell and avoid the necessity of using Yates' Correction. The "Disagree" and "Strongly Disagree" cells were combined in the same manner. Ferguson states that "on occasion it may be possible without serious distortion of the data to combine rows and columns of a contingency table to increase the expected cell frequencies."[2]

Intra-Group Conflict

Although chi-square tests were used in the analysis of inter-group conflict on specific items, it was deemed desirable to consider

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[2]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 172.

another statistical technique to study intra-group conflict because chi-square does not yield insights into intra-group conflict. For this purpose the variance was selected. Gross, Mason and McEachern list the following advantages of using the variance of the distribution:

1. The variance employs squared deviations, thereby magnifying extreme deviations.
2. The variance is relatively easy to compute.
3. The variance lends itself to a variety of statistical computations.
4. The variance lends itself equally well to the measurement of consensus.[3]

In order to utilize the variance, however, it was necessary to assume that distance between response categories on the four-response continuum were equal. This meant assuming an interval scale. Siegel states that an interval scale is characterized by a common and constant unit of measurement which assigns a real number to all pairs of objects in the ordered set. He further suggests that in an interval scale, the zero point and the unit of measurement are arbitrary.[4]

In the present study it is assumed that equal intervals exist between the response categories of the continua used. For all sixty-one items of the questionnaire, the numerical weights 3, 2, 1 and 0 are assigned, corresponding respectively with the response categories

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[3]Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), p. 115.

[4]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Inc., 1956), p. 26.

"Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." A relatively low numerical value of the variance for the frequency distribution of an item, indicates a high degree of consensus, whereas a high variance value corresponds with a low degree of consensus.

V. SUMMARY

This chapter provided information relating to procedures followed in carrying out the investigation, and may be summarized as follows: a closed questionnaire was considered adequate for the purpose of this study. Teachers and principals were selected from school districts employing a superintendent of schools and a supervisor of elementary instruction. This provided a sample of two hundred forty teachers and sixty-five principals. Eighty-eight and 82 per cent of the respective groups responded, whereas seventeen of nineteen superintendents and seventeen of nineteen supervisors replied. Letters of explanation regarding the purpose of the study were forwarded to each respondent; questionnaires were distributed and collected by mail. IBM equipment was used in the processing of data as this assisted in the analysis of items. Chi-square tests were used to study inter-group conflicts of items. For a study of intra-group conflict of items, variances were used.

CHAPTER IV

SUPERVISORY SERVICES AND THE DISTRICT PROGRAM

The purpose of this chapter is to present an analysis of responses to items 1-30 in Section I of the questionnaire (see Appendix D). These expectation items refer to adapting the Provincial curriculum and the development of a district program. The analysis of the data will be presented under the following headings, and in this order: inter-position consensus, inter-group conflict, intra-group conflict and comparison with practice.

I. INTER-POSITION CONSENSUS

Adapting the Provincial Curriculum

Table IV presents chi square values for each item in Section I of the questionnaire which pertains to adapting the Provincial curriculum and the development of a local program. Seven of the seventeen expectation items in which no significant difference among other groups was noted pertained to adapting the Provincial curriculum. It may be inferred from a study of responses listed in Table V that alter groups were in agreement[1] that the supervisor of elementary instruction should assist teachers with the preparation of curricular and instructional materials, as indicated in item 6. Over 90 per cent of all respondents

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[1]Except where otherwise indicated, "agreement" refers to the combined "SA" and "A" responses of alter groups.

TABLE IV

CHI-SQUARE VALUES FOR QUESTIONNAIRE ITEMS IN SECTION I

Item Number	Value of Chi-Square	Significance Level
1	11.552	.01
2	3.893	NS
3	1.089	NS
4	4.647	NS
5	33.089	.001
6	.419	NS
7	2.034	NS
8	2.498	NS
9	21.153	.001
10	15.118	.001
11	41.358	.001
12	31.812	.001
13	56.767	.001
14	60.977	.001
15	3.863	NS
16	3.849	NS
17	5.012	NS
18	2.640	NS
19	7.714	NS
20	7.458	NS
21	8.397	.05
22	7.103	NS
23	1.017	NS
24	.658	NS
25	4.988	NS
26	5.283	NS
27	11.092	.05
28	9.473	.05
29	10.860	.05
30	8.421	.05

TABLE V

EXPECTATION ITEMS PERTAINING TO ADAPTING THE PROVINCIAL CURRICULUM ON WHICH THERE WAS INTER-POSITION CONSENSUS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
2 State and clarify existing curricular policies and in-service activities of the district	80%	88%	89%	80%
3 Provide teachers with schedule of suggested instructional time allotments and distribution	68	78	70	69
4 Outline for teachers the various aspects of the instructional program carried on in the district	84	82	90	81
6 Assist curriculum committees in the development of instructional materials	96	95	95	94
7 Provide resource persons to discuss specific curricular problems	84	74	89	81
8 Assist in the improvement of marking and grading practices and in reporting pupil progress	71	100	80	100
15 Encourage teacher experimentation in curriculum implementation	93	94	91	94

replied in the agreement categories to this item. Respondents favoured having the supervisor provide schedules of instructional time, as noted in item 3.

It would appear that there was general consensus among alter groups that curricular policies followed in the district should be outlined for teachers by the supervisor from the favourable responses for item 2. Response to items 4 and 7 suggest that supervisors might be expected to outline aspects of the instructional program in the district for teachers, and might also recruit resource persons to assist the district with specific problems related to the curriculum.

Respondent groups implied in response to item 8 that supervisors might provide teachers with suggestions for improving reporting practice. Table V shows that supervisors and superintendents responded one hundred per cent in agreement, while teachers replied 80 per cent in agreement and principals 71 per cent in favour.

Responses to item 15 suggest that the supervisors should encourage teacher experimentation in curriculum implementation. Well over 90 per cent of responses by alter groups signified agreement with this item.

It would appear that items 6 and 15, pertaining to the development of instructional materials and the encouragement of teacher experimentation in curriculum, were more highly regarded by alter groups as expectations of the supervisor than was item 3 regarding the provision of instructional time allotments. Approximately 95 per cent of all respondents were in agreement with item 6, and 92 per cent were in

agreement with item 15, whereas only 71 per cent agreed with item 13.

Developing a Local Program

Alter groups were also in agreement with certain expectations held for supervisors relating to the development of a local program. These expectation items were presented in Table VI. It would appear that supervisors are expected to provide assistance to teachers in the diagnosis of pupil strengths and weaknesses as suggested in responses to item 16, and in the preparation of remedial and enrichment materials to meet the needs of individual differences in pupils, as suggested in item 17. Over 94 per cent of all respondents replying were in agreement with item 17.

That teachers should be encouraged by the supervisor to experiment with new teaching techniques and methods (item 18), was strongly favoured by more than 90 per cent of all respondents, while over 80 per cent inferred in item 23 that teacher experimentation should include the use of mechanical and electronic teaching aids.

Respondent groups apparently agreed that the supervisor might assist teachers with the interpretation of test results (item 25). Superintendents and supervisors responded 100 per cent in agreement, whereas 80 per cent of the teachers and 87 per cent of the principals replied in the affirmative. Alter groups suggested that supervisors could assist teachers in pupil evaluation (item 24) through the provision of improved measuring instruments for teacher use. Again, superintendents and supervisors were in total agreement.

That the supervisor should assist in the implementation of a

TABLE VI

EXPECTATION ITEMS PERTAINING TO THE DEVELOPMENT OF A LOCAL PROGRAM ON WHICH THERE WAS INTER-POSITION CONSENSUS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
16 Provide a program of educational diagnosis to discover the strenth and weaknesses of pupils	83%	70%	90%	77%
17 Help to develop a program of remedial work for slow learners and enrichment for superior learners	95	94	99	94
18 Foster experimentation with new techniques, methods and teaching situations in program of differentiated instruction	90	94	96	100
19 Develop an in-service program for all teachers	60	65	73	54
20 Arrange for resource personnel to assist in developing specific areas of the local program	84	77	81	70
22 Assist teachers in using audio-visual equipment and other teaching aids	73	100	75	100
23 Foster experimentation with new mechanical and electronic teaching aids	80	88	83	78
24 Assist in the improvement of measuring instruments to evaluate achievement of various groups of pupils	88	100	89	100
25 Assist in interpretation of test results	87	100	80	100
26 Implement program of standardized testing	78	64	80	64

standardized testing program (item 26) was apparently favoured by alter groups.

Expectation item 22 suggests that supervisors should be familiar with new audio-visual aids, and how to operate them; alter groups were in agreement that the supervisor should assist teachers in using teaching aids, including audio-visual materials. Respondents indicated that the supervisor does have a responsibility in the area of in-service education as noted by the inter-group agreement to item 19, but the percent of favourable responses was low. Arranging for resource personnel to assist with certain aspects pertaining to the development of a local program (item 20) was also considered a responsibility of the supervisor.

The inter-position consensus on items concerning the development of a local program reported in Table VI suggests that supervisors might consider certain functions as being more favoured than others. It would appear that items 17, 18, and 24 concerning developing programs of remedial work for slow learners and enrichment for superior learners, experimentation with new techniques, methods and teaching situations, and the improvement of measuring instruments to evaluate achievement of pupils were considered very favourably by respondents. Items 19 and 26, although agreed to by alter groups, did not appear to be received as favourably. These items concerned the provision of an in-service training program for all teachers, and the implementation of a program of standardized testing.

II. INTER-GROUP CONFLICT

In each of the areas mentioned in the preceding section there were some items on which there was a lack of consensus among groups. These items are discussed under the headings of adapting the provincial curriculum and developing a local program.

Adapting the Provincial Curriculum

A significant difference was noted among responses of alter groups when chi-square values were calculated for expectation items 1 and 5 in Table VII. Teachers appeared to favour item 1, having supervisors identify and define curricular objectives, more strongly than did the three other groups. One hundred seventy of the 196, or approximately 87 per cent of the teachers, responded in the two agreement categories. Of this number, 29 per cent replied "Strongly Agree." Seventy per cent of the principal responses and 72 per cent of the superintendent replies were in agreement with this expectation item, which was considerably less favourable than the responses of teachers. Six of the seventeen supervisors, or approximately 35 per cent, responded in the two disagreement categories, thus a significant difference was noted between principals and teachers and between teachers and supervisors on expectations for this item.

Principals and teachers also were not in agreement regarding expectation item 5, which suggests that the supervisor should assist teachers by providing instructional materials. Eighty-four per cent of the teachers responding were in agreement while only 53 per cent of the

TABLE VII

EXPECTATION ITEMS PERTAINING TO ADAPTING THE PROVINCIAL CURRICULUM ON WHICH THERE WAS INTER-GROUP CONFLICT

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
1 Identify and define for teachers the districts' curricular objectives	70%	72%	87%	53%
5 Provide teachers with proper and adequate instructional materials	53	53	84	47
9 Visit classrooms to assess curriculum implementation and to diagnose curricular difficulties	81	100	75	100
10 Consult with teachers about their individual curricular problems	91	100	97	100
11 Assist teachers with curricular planning	83	100	72	100
12 Assist teachers in the selection of references and other instructional materials	81	100	91	100
13 Assist teachers in scheduling and timetabling courses	53	94	54	94
14 Visit classrooms as follow-up to curricular orientation activities	82	100	72	94

principal responses were in agreement. Conflict was also noted between supervisors and teachers, for although teachers were strongly in favour of having supervisors assist by providing instructional aids, only eight supervisors, or 47 per cent were in agreement.

The significant difference noted between responses of teachers and principals to item 5 pertaining to instructional materials may have special significance. The favourable response of teachers which suggests that this is an expectation of the supervisor, could be taken to indicate that present methods of providing instructional and reference materials are inadequate, and that district educational personnel should reassess methods presently in use.

Teachers and supervisors, principals and supervisors, teachers and superintendents indicated expectation differences in responding to items 9 through 14. In items 9, 10, and 11, relating to the supervisors function in classroom visitation for purposes of diagnosing curricular difficulties, consultation difficulties, and assistance to teachers in curriculum planning, superintendents and supervisors responded one hundred per cent in agreement.

The data in Table VII also indicate that teachers and principals were not too strongly in favour of having the supervisor assist teachers in scheduling and timetabling courses. Only 54 per cent of the teachers and 53 per cent of the principals were in agreement with item 13. Classroom visitations were favoured by each alter group, but not as strongly by teachers and principals as by superintendents and supervisors.

Superintendents apparently were not in agreement with teachers and principals as to whether or not the supervisor should consult with teachers about individual curricular problems as suggested by item 10. While 76 per cent of the superintendents were strongly agreed, only 34 per cent of the principals and 32 per cent of the teachers were strongly in agreement with this expectation item.

A significant difference was noted between teachers and supervisors in responses to item 11 which concerns the role of the supervisor in assisting teachers with curriculum planning. Supervisors were more strongly in agreement with this item than were teachers. Superintendents were apparently in disagreement with each alter group, for twelve of the seventeen, or 71 per cent, responded "Strongly Agree."

A significant difference was also noted between superintendents and teachers and superintendents and principals regarding assistance the supervisor might provide in the selection of instructional materials and references. Superintendents apparently strongly favoured having supervisors perform this function, whereas both teachers and principals did not agree as strongly. Disagreement was noted too, between teachers and supervisors in this regard; 35 per cent of the supervisors strongly agreed to this function as opposed to only 10 per cent of the teacher group.

An apparently strong reaction to having supervisors involved in courses scheduling and timetabling was voiced by two alter groups. A significant difference was noted between responses of principals and superintendents and between responses of teachers and superintendents to

item 13. A difference was also apparent between supervisors and principals. Inter-group conflict was evident in that 59 per cent of the superintendents and 36 per cent of the supervisors responded in strong agreement, while only five per cent of the teachers and nine per cent of the principals were in strong agreement. A somewhat similar response was noted for item 14, pertaining to classroom visitation. Responses of supervisors were also in conflict with responses of teachers and principals.

Developing a Local Program

A significant difference in responses of teachers and supervisors was noted also for item 21, concerning the provision by supervisors of resource personnel to act as guest speakers and to discuss problems at teachers' meetings. It will be noted in Figure 4 that a far larger percentage of teachers (75 per cent) than supervisors (47 per cent) favoured this as an expectation item to be handled by the supervisor.

Teachers and principals were apparently in disagreement with supervisors when responding to matters pertaining to pupil report cards and the responsibility of the supervisor in this area of the educational program as indicated by Figure 5. Alter groups agreed that the supervisor might assist teachers with the diagnosis of pupil difficulties, by preparing remedial and enrichment programs, in experimentation and through in-service programs, but the line is apparently drawn at the preparation of pupil report cards and comments prepared for the reports.

It would appear that teachers and principals are firm in their belief that the supervisor should work with the pupil through the

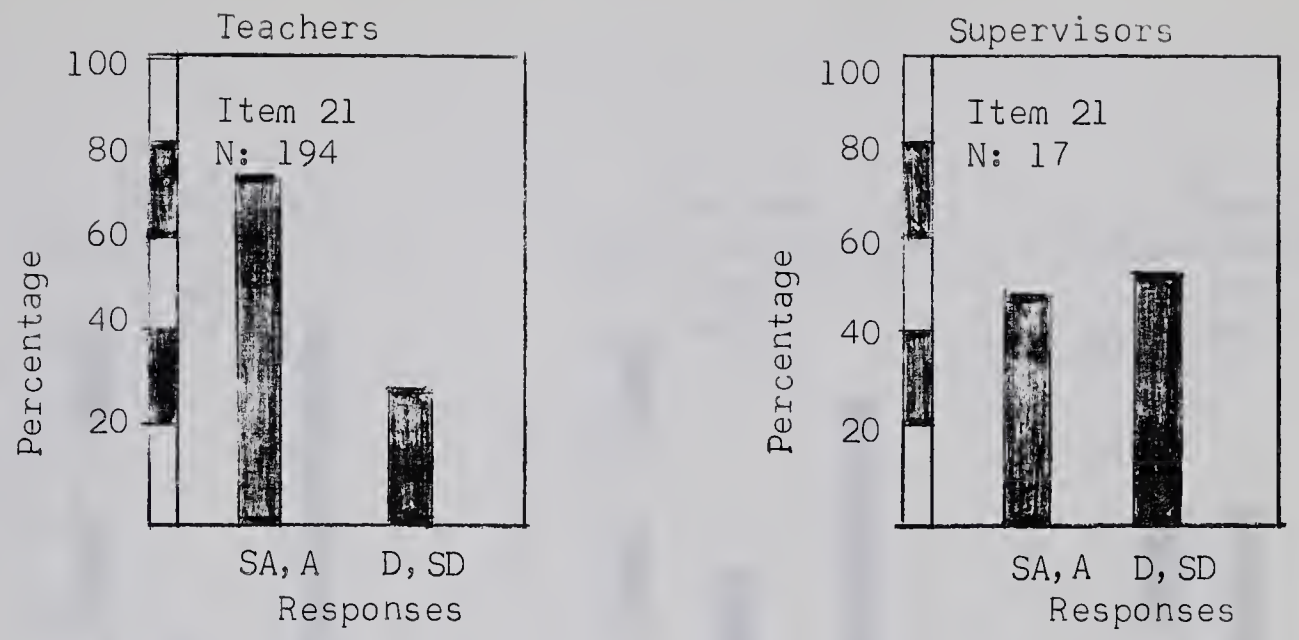


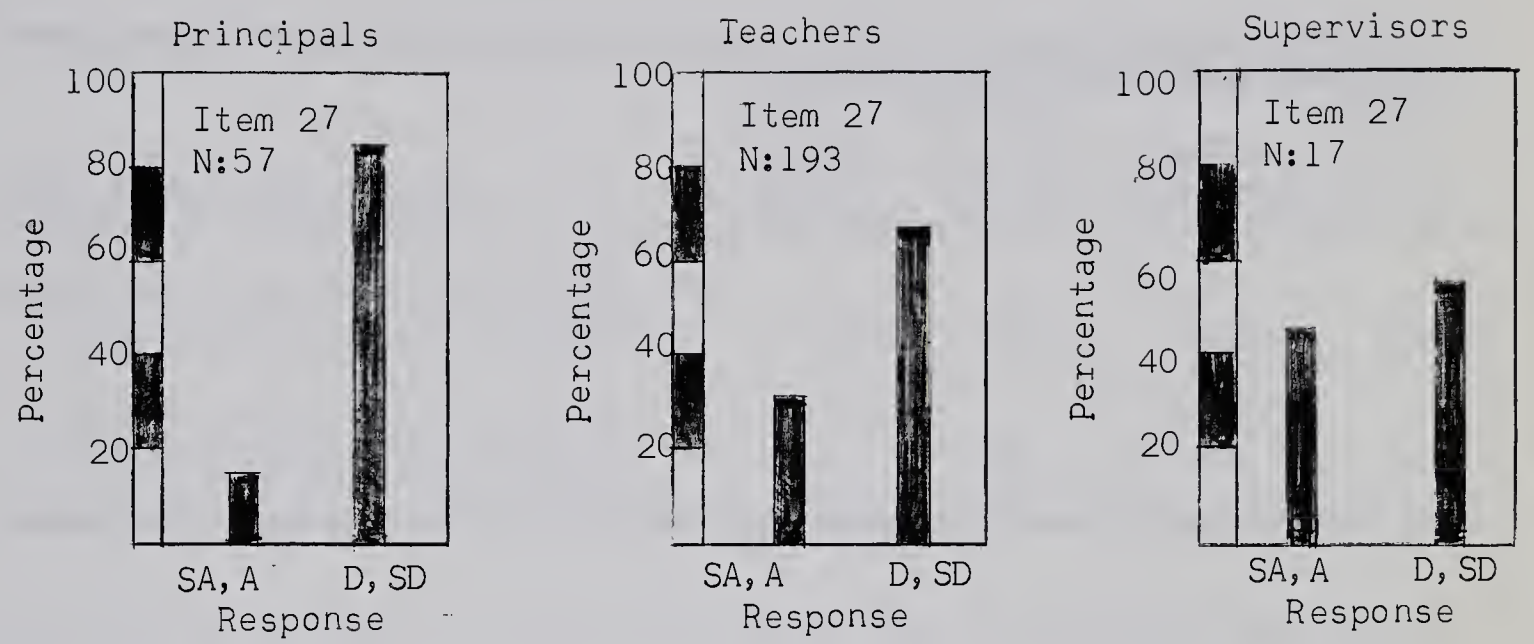
FIGURE 4

DIFFERING EXPECTATIONS BETWEEN SUPERVISORS AND TEACHERS PERTAINING TO USE OF RESOURCE PERSONNEL AT TEACHER'S MEETINGS

teacher. The supervisor might provide improved evaluation instruments which the teacher will find of value in the reporting of pupil progress to the parents.

No respondent group was strongly in favour of having supervisors assess report card comments. Principals were strongly opposed, which might suggest that they consider this as their responsibility and a prerogative of the local school administration.

Problems relating to discipline also resulted in inter-group conflict, as shown in Table VIII, page 54. Again, principals did not agree that the supervisor should assist teachers in fostering discipline standards, item 29. Fifty-three per cent of the principals recorded opposition to the item, whereas 62 per cent of the teachers, 83 per cent



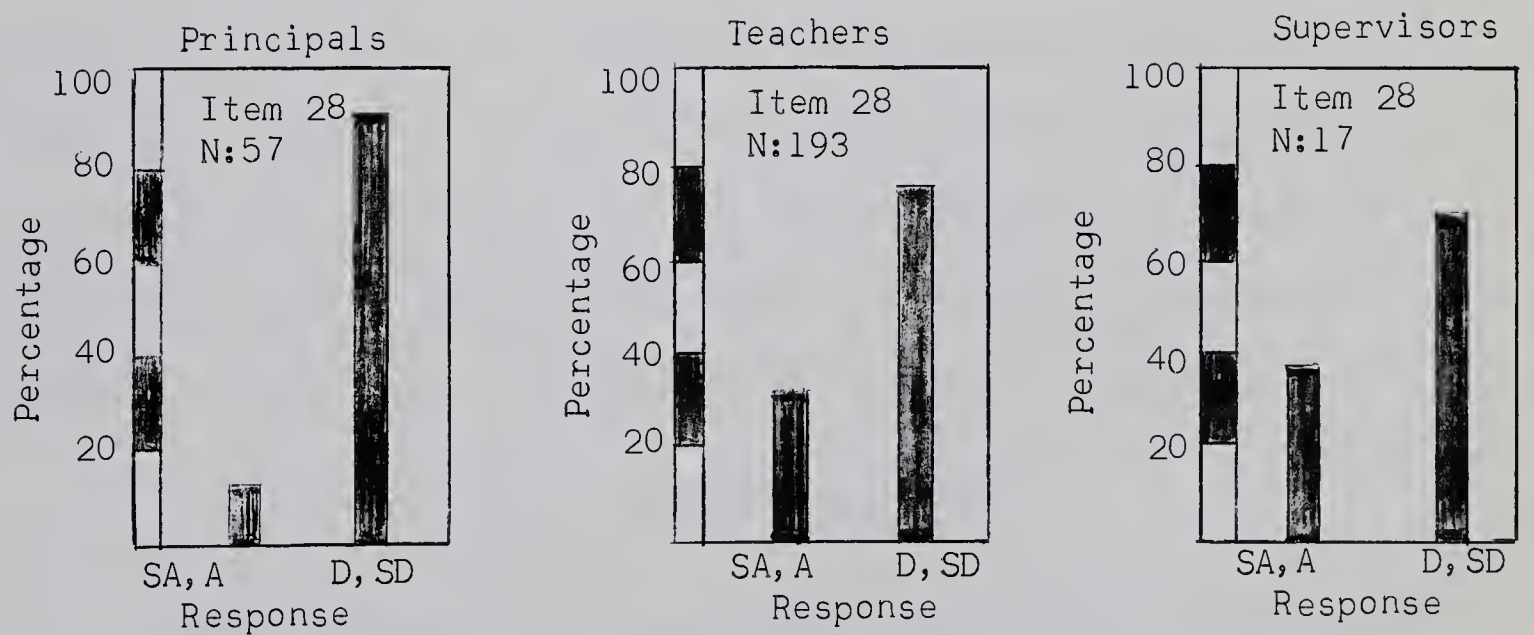


FIGURE 5

DIFFERING EXPECTATIONS PERTAINING TO REPORT CARD ASSESSMENT NOTED BETWEEN ALTER GROUPS

TABLE VIII

EXPECTATION ITEMS PERTAINING TO DISCIPLINE MATTERS ON WHICH THERE WAS INTER-GROUP CONFLICT

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:55)	Superintendents (N:17)	Teachers (N:193)	Supervisors (N:17)
29 Foster a standard of discipline that permits efficient work	47%	83%	62%	82%
30 Assist teachers in solving specific discipline problems	47	76	72	76

of the superintendents and 82 per cent of the supervisors responded in favour of this item.

Principals apparently are in disagreement with other alter groups in that they oppose having the supervisor assist teachers with the solving of specific discipline problems. Twenty-nine principals, or 53 per cent responded in disagreement with item 30; this differed significantly from the other groups who favoured having supervisors assist teachers with this function. Superintendents and supervisors (each 76 per cent), and teachers (72 per cent) were in favour of allowing supervisors to aid teachers with discipline matters.

III. INTRA-GROUP CONFLICT

The variability of the expectations of principals and teachers will be considered in an analysis of intra-position consensus. A basic assumption is that variance scores will permit placing items on

a continuum of consensus to establish a trend from greatest consensus ("low" variance scores) to least consensus ("high" variance scores). In this section, responses to items 1-15, adapting the Provincial curriculum, will be considered, and the expectations of principals will serve as a starting point for the analysis.

Adapting the Provincial Curriculum

Principal expectation items ranked from most to least consensus for this section of the questionnaire are shown in Table IX; the variance scores ranged from .243, high consensus, to 2.917, where responses were almost equally divided between agreement and disagreement. In the case of item 6, principals gave similar responses to having the supervisor assist committees in the development of instructional materials. Item 3, however, rated the least consensus among principals, which suggests that principals do not agree with one another about the desirability of having supervisors provide teachers with instructional time allotments.

Item 14 concerning assistance to teachers through classroom visitation as follow-up to curriculum orientation activities, exhibited a high degree of consensus among principals, as did item 12, which suggests that supervisors assist teachers in the selection of reference and instructional materials.

Table IX also shows the ranks of the expectation items according to the amount of consensus shown among teachers. Four of the items which received high consensus scores were numbers 10, 12, 4, and 2.

Teachers appeared in agreement about having the supervisor

TABLE IX

RANKED VARIANCE SCORES OF PRINCIPAL AND TEACHER RESPONSES TO ITEMS 1-15

Item Number	Principals		Teachers	
	Variance Score	Rank	Variance Score	Rank
6	.243	1	.466	9
14	.405	2	.432	7
12	.410	3	.279	2
11	.464	4	.450	8
10	.490	5	.269	1
2	.511	6	.354	4
7	.526	7	.367	5
15	.527	8	.401	6
4	.545	9	.300	3
13	.598	10	.749	14
9	.655	11	.619	12
5	.922	12	.596	11
8	1.584	13	.575	10
1	1.789	14	1.515	15
3	2.917	15	.627	13

consult with teachers on their individual curricular problems as noted in item 10. There was also a high degree of consensus on item 12, which suggests that the supervisor should assist teachers in the selection of instructional materials. Ranked third on the variance continuum

was item 4 which suggests that supervisors should outline for teachers the various aspects of the instructional program of the district.

Next in order of high consensus was item 2, which suggests that supervisors should state and clarify the existing curricular policies and in-service activities of the district.

The four items displaying least consensus within the principal group were items pertaining to the provision of instructional materials (item 5); marking and grading practices (item 8); defining the district's curricular objectives (item 1); and, the provision of time allotment schedules (item 3). It was interesting to note the low degree of consensus on item 8, and to note that the principlas did not rank item 1 highly.

Among the items which showed the least consensus among teachers were numbers 9, 3, 13, and 1. Only forty-seven of the 192 teachers replied in agreement regarding the suggestion that the supervisor visit the classroom to assess curriculum implementation (item 9).

Item 3 was thirteenth of fifteen by teachers and fifteenth by principals, which suggests that alter groups are not in agreement about having the supervisors provide teachers with time allotment schedules. A somewhat similar response was noted for item 1. Teachers placed it fifteenth and principals fourteenth on the continuum suggesting that they did not consider it a supervisor's responsibility to define the district's curricular objectives for teachers.

Placed fourteenth by teachers was item 13, pertaining to the supervisor assisting teachers in scheduling and timetabling courses.

It would appear that principals and teachers considered the items lowest on the continuum in somewhat similar fashion. Only item 12 pertaining to the selection of reference and instructional materials received high consensus by both groups. Teachers placed item 10 pertaining to consultation of curriculum problems first, whereas principals considered item 12 regarding the development of instructional materials as being most important.

It was found, in calculating Spearman's rho on the items listed in Table IX, that a significant association exists at the five per cent level. That is, there was a similarity in responses between alter groups.

Developing a Local Program

In Section II of the questionnaire (items 16-30) variance scores for principals ranged from .068 for item 17 to 1.001 for item 16. Fifty-four of the fifty-seven principals agreed that the supervisor should assist teachers in the preparation of remedial and enrichment programs for pupils (item 17). On item 16 pertaining to supervisors diagnosing pupil strengths and weaknesses, principals listed this last on the variance continuum of fifteen items, as noted in Table X.

Closely related to the high consensus distribution on item 17 is that of item 25, from which it would appear that principals were in support of having the supervisor assist teachers with the interpretation of test results. It would seem that principals did not favour item 29, which suggested that supervisors should assist teachers in fostering discipline standards and placed it fourteenth of the fifteen items.

TABLE X

RANKED VARIANCE SCORES OF RESPONSE DISTRIBUTION OF THE EXPECTATIONS OF TEACHERS AND PRINCIPALS PERTAINING TO ITEMS 16-30

Item Number	Principals Variance Scores	Rank	Teachers Variance Scores	Rank
17	.068	1	.283	3
25	.349	2	.378	7
18	.396	3	.193	2
28	.422	4	.603	11
24	.430	5	.306	6
22	.495	6	.353	5
20	.509	7	.321	4
23	.564	8	.116	1
26	.695	9	.565	10
21	.709	10	.517	9
30	.818	11	.677	13
27	.842	12	.676	12
19	.844	13	.697	14
29	.888	14	.893	15
16	1.001	15	.418	8

Teachers' responses would indicate that supervisors should assist with programs of remedial teaching and enrichment, for they ranked item 17 third on the continuum, behind items 23 and 18. The former item pertains to the supervisors encouraging the teacher to make use of

mechanical and electronic teaching aids on an experimental basis, whereas the latter deals with experimentation with new teaching techniques and methods.

Teachers placed item 29, on discipline problems, and item 19, regarding in-service programs for all teachers very low on the continuum scale.

IV. COMPARISON WITH PRACTICE

When a comparison was made between expectation responses of teachers and supervisors and reported practice of supervisors, discrepancies were noted on certain items, as shown in Table XI.

Thirteen of seventeen supervisors, or 76 per cent, reported that in practice they usually attempted to provide teachers with proper and adequate instructional materials, which appears to approximate more closely teacher expectations to item 5 than with principals or superintendents. In item 13, whereas sixteen of seventeen agreed with the expectation that assistance should be given to teachers in the scheduling and timetabling of courses, supervisor responses outlining practice appear to be more in line with expectations of teachers and principals.

Supervisors apparently provide resource persons to discuss local problems at teachers' meetings. Thirteen of seventeen, 76 per cent, replied that they usually attempt to carry out this function (item 21), whereas only 53 per cent considered this an expectation of the supervisor.

In practice, supervisors are apparently closely in agreement

TABLE XI

QUESTIONNAIRE ITEMS PERTAINING TO THE DISTRICT PROGRAM IN WHICH DIFFERENCES WERE NOTED BETWEEN EXPECTATIONS AND PRACTICE

Item Number and Content	Percentage of SA and A Responses: Expectation — Principals (N:56)	Expectation — Teachers (N:194)	Expectation — Supervisors (N:17)	Practice — Supervisors (N:17)
5 Provide teachers with proper and adequate instructional materials	53%	84%	47%	76%
13 Assist teachers in scheduling and timetabling courses	53	54	94	65
21 Invite resource persons to discuss local program problems at teachers' meetings	65	75	53	76
30 Assist teachers in solving specific discipline problems	47	72	76	35

with expectations reported by principals pertaining to specific discipline problems encountered by the teacher. Forty-seven per cent of the principals considered this item an expectation of the supervisor, while but 35 per cent of the supervisors reported carrying out this function in practice.

V. SUMMARY

Table XII presents a summary of inter-group consensus and conflict, and of intra-group consensus and conflict pertaining to supervisory services and the district program.

Alter groups were in agreement that the supervisor should assist

TABLE XII

SIGNIFICANT ITEMS IDENTIFIED THROUGH ANALYSIS RANKED BY AREAS OF SIGNIFICANCE

Rank	Inter-group Consensus (Item No.)	Inter-group Conflict (Item No.)	Intra-group Consensus Principals (Item No.)	Intra-group Consensus Teachers (Item No.)	Intra-group Conf. Princ. (Item)	Intra-group Conf. Teachers (Item No.)
1	17	5	17	23	3	1
2	6	13	6	18	1	16
3	18	28	25	14	8	13
4	24	1	18	12	16	19
5	15	29	14	17	5	30

teachers in the preparation of remedial and enrichment programs (item 17), in the preparation of instructional materials (item 6), and, in experimentation both with new methods (item 18) and in curriculum implementation (item 15). The improvement of measuring instruments to evaluate the achievement of groups (item 24) was listed fourth in inter-group consensus as a function of the supervisor.

It would appear that inter-group consensus is greatest on items which suggest a general approach to supervision from which groups of teachers might receive benefits.

Inter-group differences were noted on items pertaining to the provision of proper and adequate instructional materials (item 5), the scheduling and timetabling of courses (item 13), and the assessment of pupil report cards (item 28). Alter-groups could not seem to agree on the function of the supervisor in identifying and defining for teachers

the district's curricular objectives (item 1), or the supervisor's role in fostering a standard of discipline that permits efficient work (item 29).

Prior to the appointment of supervisors of elementary instruction, these functions were the responsibility of the building principal. It would appear that differences among alter groups regarding the role of the supervisor resulted because some respondents still consider these areas as functions of the principal.

Intra-group consensus was noted among both principals and teachers concerning the duties of the supervisor in assisting teachers with the preparation of remedial and accelerated programs (item 17) and in encouraging teacher experimentation with new instructional materials (item 18). Principals and teachers considered the supervisor's follow-up discussion of a visitation (item 14) as being extremely valuable.

Principals were of the opinion that the supervisor should work with curriculum committees to prepare instructional materials (item 6), and should assist teachers with the interpretation of test results (item 25).

Teachers favoured having the supervisor foster classroom experimentation (item 23), and suggested that the supervisor assist teachers in the selection of references and instructional materials (item 12).

Intra-group differences were noted among principals on items pertaining to the duties of the supervisor regarding the recommending of time allotments (item 3), distribution of instructional materials (item 5), and the diagnosing of pupil strengths and weaknesses (item 16).

Principals apparently were not too certain what role the supervisor might play in defining curricular objectives for the district (item 1), and in providing assistance to teachers for the improvement of grading practices (item 8).

Teachers also could not appear to agree on item 1 and item 16 referred to above, and were in apparent disagreement on item 13 which suggested that the supervisor should provide the teacher with time allotment schedules. This group was not agreed on item 19 which suggested in-service education for all teachers, and was divided on item 30, which would allow the supervisor to assist in the handling of specific discipline problems.

CHAPTER V

IMPROVING THE QUALITY OF TEACHING

This chapter considers Section II of the questionnaire, items 31-55, which relate to the function of the supervisor in improving the quality of teaching. The analysis of data in this chapter is presented under the following headings and in this order: inter-position consensus, inter-group conflict, intra-group conflict and comparison with practice.

I. INTER-POSITION CONSENSUS

Table XIII lists the chi-square values for the items in Section II of the questionnaire which pertain to improving the quality of teaching. On sixteen of the twenty items, inter-position consensus was noted. Alter groups responded strongly in agreement with items concerned with the role of the supervisor in making use of teacher resources. Table XIV, page 67, indicates that all seventeen superintendents replied "Agree" or "Strongly Agree," while teachers, principals and supervisors responded 92 per cent, 98 per cent and 83 per cent respectively in the agreement categories to item 31. This item suggests that supervisors should utilize subject specialists as resource personnel.

Alter groups favoured having the supervisor utilize the resources of superior teachers to assist the supervisor in the improvement of instruction. Principals responded 87 per cent in the agreement

TABLE XIII

CHI-SQUARE VALUES FOR ITEMS PERTAINING TO SUPERVISORY SERVICES AIMED AT IMPROVING THE QUALITY OF TEACHING

Item Number	Value of Chi-Square	Significance Level
31	6.399	NS
32	4.483	NS
33	7.161	NS
34	9.894	.05
35	16.062	.05
36	8.086	.05
37	4.330	NS
38	10.770	.05
39	4.562	NS
40	13.334	.05
41	16.730	.05
42	7.222	NS
43	8.952	.05
44	1.326	NS
45	5.916	NS
46	1.454	NS
47	1.867	NS
48	3.971	NS
49	4.390	NS
50	16.126	.05
51	2.277	NS
52	3.321	NS
53	1.435	NS
54	4.661	NS
55	14.888	.05

categories, whereas, teachers responses showed 74 per cent, superintendents 94 per cent, and supervisors 65 per cent, in the "Strongly Agree," and "Agree" categories on this item.

Respondents were apparently in strong agreement that the supervisor should identify outstanding teachers to teach demonstration lessons, as noted in item 46, and that the supervisor should schedule demonstration lessons throughout the year, item 47. Superintendents were 100 per

TABLE XIV

EXPECTATION ITEMS PERTAINING TO THE USE OF TEACHER PERSONNEL UPON WHICH THERE WAS INTER-POSITION CONSENSUS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:195)	Supervisors (N:17)
31 Utilize subject specialists as resource personnel	98%	100%	92%	82%
32 Utilize superior teachers to assist the supervisor in the improvement of instruction	87	94	74	65
46 Identify and ask outstanding teachers to teach demonstration lessons	86	100	77	65
47 Arrange scheduled demonstration lessons throughout the year	84	81	75	71
48 Arrange intervisitation for those teachers needing help not provided by scheduled demonstrations	80	88	77	82

cent in favour of the former item, whereas 81 per cent answered in agreement to the latter.

There was consensus among alter groups regarding the supervisor arranging for intervisitation for teachers who may require help for problems not covered by demonstration lessons, as suggested in item 48. Eighty per cent of the principals answered "Agree" or "Strongly Agree" to this item, while 88 per cent of the superintendents, 77 per cent of the teachers and 82 per cent of the supervisors replied in a similar manner.

Table XV presents items concerning the responsibility of the supervisor when planning and holding conferences for staff members.

TABLE XV

EXPECTATION ITEMS PERTAINING TO MEETINGS AND CONFERENCES UPON WHICH THERE WAS INTER-POSITION CONSENSUS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
33 Holding conferences for staff members new to the district early in the fall term	74%	82%	84%	82%
37 Plan and schedule individual and group conferences during the school term	77	100	75	71
39 Hold individual conferences with teachers following classroom visits	96	100	96	100
45 Attend staff meetings to discuss current educational problems with teachers	61	88	62	76
54 Consult with teachers about their strengths and weaknesses	82	88	83	88

Strong alter-group consensus was indicated by respondents to items 33 and 39. The former suggests that the supervisor should hold conferences for staff members new to the district early in the school year, and the latter that the supervisor should plan teacher conferences following classroom visits. Forty-two of the fifty-seven principals responded in agreement to item 33, whereas forty-five of

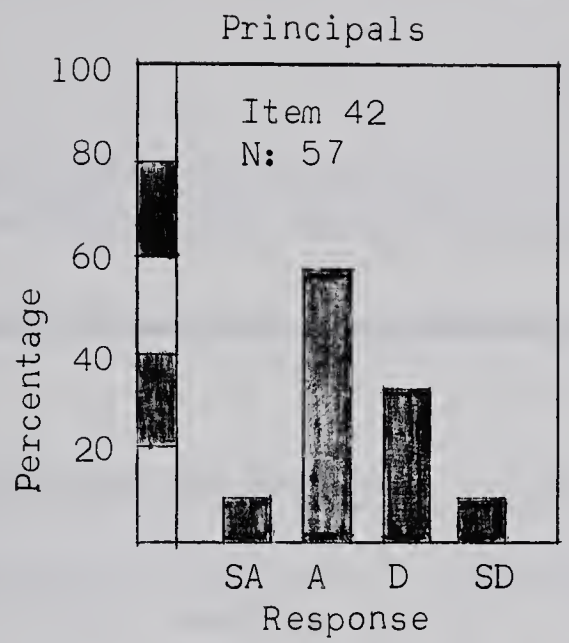
fifty-seven gave similar responses to item 39. Teachers replied 84 per cent, supervisors and superintendents 82 per cent in the agreement categories to item 33 and strongly in favour of item 39.

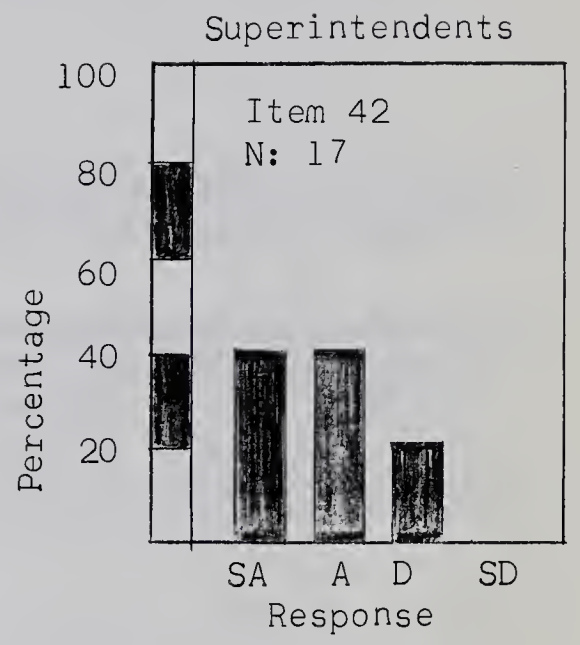
The importance of the scheduled conferences during the year is apparently rated highly by each respondent group, as indicated by responses to item 37. One hundred eighty-nine of the two hundred eighty-seven respondents replied in agreement.

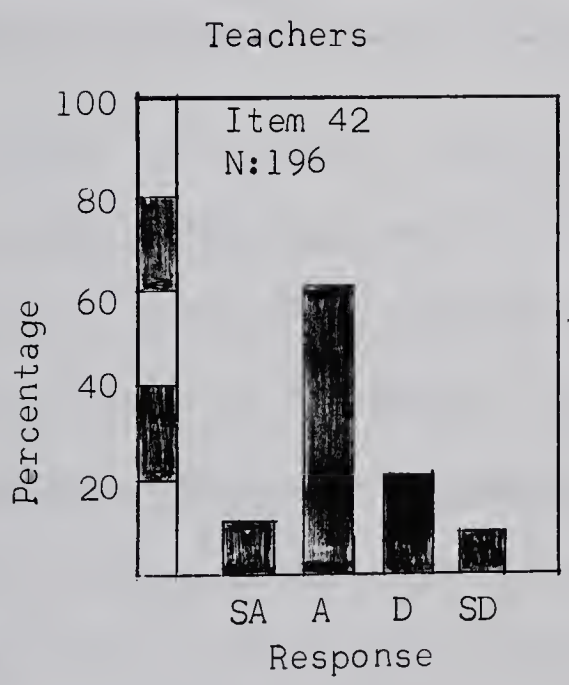
The responses of principals and teachers to item 45, although recording inter-group consensus, were not as strongly in favour of having the supervisor attend staff meetings to discuss current educational problems as were superintendents and supervisors. Only 61 per cent of the principals and 62 per cent of the teachers replied in agreement, while 76 per cent of the supervisors and 88 per cent of the superintendents answered in favour of this item.

Well over 82 per cent of all respondents were in agreement that the supervisor should consult with teachers about their strengths and weaknesses as reported for item 54.

Figure 6 shows the responses of alter groups to item 42, which suggests that the supervisor should schedule formal classroom visits to evaluate the teaching performance for the purpose of discovering teacher needs. Superintendents responded 82 per cent in agreement and supervisors were apparently not opposed to considering this as a task for supervisors, for 76 per cent indicated that they either agreed or strongly agreed. Sixty-seven per cent of the teachers and 65 per cent of the principals returned similar responses favouring this as a







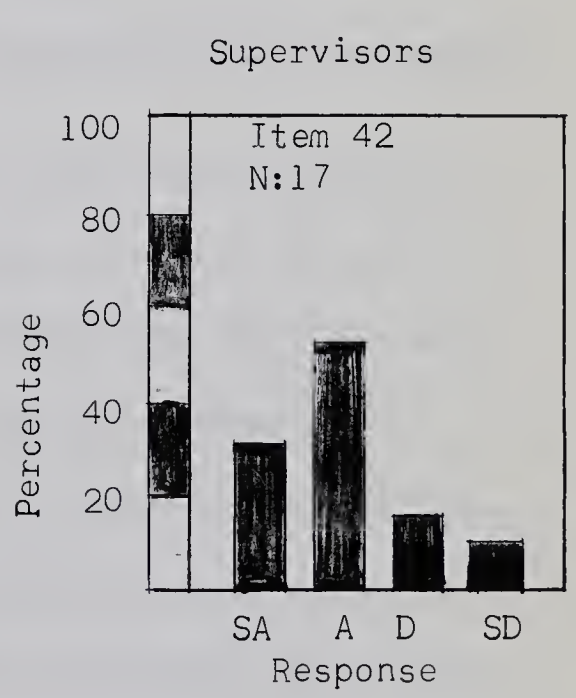


FIGURE 6

RESPONSES OF ALTER GROUPS CONCERNING SCHEDULED CLASSROOM VISITS

function of the supervisor.

Table XVI presents the contents of the three further items of this section of the questionnaire upon which respondent groups noted

TABLE XVI

EXPECTATION ITEMS PERTAINING TO TEACHING METHODS, ASSESSMENT INSTRUMENTS AND UNIVERSITY COURSES UPON WHICH THERE WAS INTER-POSITION CONSENSUS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:56)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
44 Encourage teachers to experiment with new teaching methods	93%	94%	85%	82%
49 Encourage teachers to take university courses to improve professional competence	88	88	85	82
53 Provide teachers with suitable instruments to assess their own teaching performance	84	80	86	82

agreement. Principals, teachers and supervisors each indicated that supervisors might be given the job of encouraging teachers to experiment with new teaching methods, item 44, for over 93 per cent in each group answered in agreement. Principals and superintendents each presented an 88 per cent response in agreement to item 49, suggesting that supervisors encourage teachers to take courses at university to improve their professional competence. Teachers responded 90 per cent in agreement with this item, and supervisors 82 per cent. All respondent groups appeared to support the suggestion that the supervisor might provide teachers with suitable self-evaluation instruments. Well over

82 per cent of all replies indicated agreement to item 53.

If supervisors of instruction are to provide teachers with suitable evaluative instruments for self-assessment of the teaching performance as suggested by item 53, teachers and supervisors would be well advised to have a general understanding of objective measurement, its validity and reliability, and must be aware of the purpose for which measuring devices are used.

The two final items in Section II of the questionnaire upon which consensus was noted between alter groups are shown in Table XVII.

TABLE XVII

RESPONSES TO TWO EXPECTATION ITEMS PERTAINING TO SUPERVISORY BULLETINS

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Teachers (N:196)	Superintendents (N:17)	Supervisors (N:17)
51 Distribute supervisory bulletins summarizing results of meetings	40%	47%	41%	41%
52 Distribute supervisory bulletins publicizing good or outstanding work done in classrooms	77	77	81	71

Principals, teachers, superintendents and supervisors were unanimous in responding "Disagree" or "Strongly Disagree" to item 51, which suggested that the supervisor should distribute bulletins summarizing meetings. Only 41 per cent of all respondents indicated that perhaps this service was expected of the supervisor.

Alter groups apparently favoured having good or outstanding

classroom work reported in supervisory bulletins, item 52. Seventy-seven per cent of the principals and teachers indicated that they were in agreement with this service, whereas 81 per cent of the principals and 71 per cent of the supervisors responded in a similar manner.

II. INTER-GROUP CONFLICT

A significant difference was noted between groups on a number of items related to the responsibilities of the supervisor in the improvement of instruction. Again, the five per cent level of confidence was taken as the point of significance. Table XVIII lists items concerning the provision of timetables and seatwork to teachers upon which inter-group conflict was noted.

TABLE XVIII

EXPECTATION ITEMS PERTAINING TO THE PROVISION OF TIMETABLES AND SEATWORK UPON WHICH THERE WAS INTER-GROUP CONFLICT

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
34 Provide sample timetables as guides for beginning teachers	81%	88%	88%	94%
35 Provide teachers with suitable pupil seatwork for the main subjects	35	35	61	35

Principals were not as strongly in agreement with item 34 as were superintendents, teachers and supervisors. This item suggests that

the supervisor should provide sample timetables as a guide for beginning teachers. Eighty-one per cent of the principals responded in agreement, whereas 88 per cent of the superintendents and teachers and 94 per cent of the supervisors replied in these categories.

Teachers were apparently more strongly in favour of having the supervisor provide seatwork for the main subjects than were other respondents. Sixty-one per cent of the teachers replied in agreement to this expectation item, number 35, whereas only 35 per cent of the principals, superintendents and supervisors responded favourably.

Table XIX presents certain items concerning conferences upon which alter groups were in disagreement. Only 35 per cent of the principals responded in agreement to item 36, whereas 39 per cent of the superintendents and 35 per cent of the supervisors were in agreement with the expectation that the supervisor should make suggestions to the teacher concerning classroom organization and management. Sixty per cent of the teacher group responded in agreement. Teachers were in conflict with principals, supervisors, and superintendents on this item.

It is possible that alter groups considered item 36 in different terms, thus creating the conflict noted in responses. Whether the topic is considered in general terms or in specific instances could affect responses considerably. Teachers might favour allowing the supervisor to give general assistance regarding classroom organization, whereas principals oppose having the supervisor assist in certain specific cases.

Conflict in response to item 38 was noted between principals and

TABLE XIX

EXPECTATION ITEMS PERTAINING TO CONFERENCES UPON WHICH INTER-GROUP CONFLICT WAS NOTED

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N: 17)	Teachers (N:194)	Supervisors (N:17)
36 Make suggestions to teachers at the beginning of the year concerning classroom management and organization	35%	39%	60%	35%
38 Conduct conferences to help incoming teachers plan classroom activities	82	94	69	76

teachers and superintendents and teachers regarding the expectation that supervisors should conduct conferences to help incoming teachers plan classroom activities. Eighty-two per cent of the principals, 94 per cent of the superintendents and 76 per cent of the supervisors were in agreement with this expectation, whereas only 69 per cent of the teachers responded in the "Strongly Agree" and "Agree" categories.

Table XX presents items pertaining to classroom visitations by the supervisor and the provision of solutions to problems where teachers are unable to provide answers of their own.

Disagreement was noted between principals and superintendents and principals and supervisors on item 40. A significant difference was noted too, between teachers and superintendents and teachers and supervisors on this item. Whereas 60 per cent of the superintendents and 65 per cent of the supervisors strongly agreed that the supervisor

TABLE XX

EXPECTATION ITEMS PERTAINING TO TEACHER ASSISTANCE RESULTING FROM CLASSROOM VISITATION

Item Number and Content	Percentage of SA Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
40 Recommend solutions to problems if a teacher is unable to arrive at solutions by herself	26%	60%	32%	65%
41 Schedule formal classroom visits to observe the teaching-learning process as it operates in the classroom	14	47	13	30
43 Visit classrooms upon the invitation of the teacher to observe some phase of the teacher's work	44	71	35	47

should assist teachers in solving problems, only 32 per cent of the teachers and 26 per cent of the principals replied "Strongly Agree."

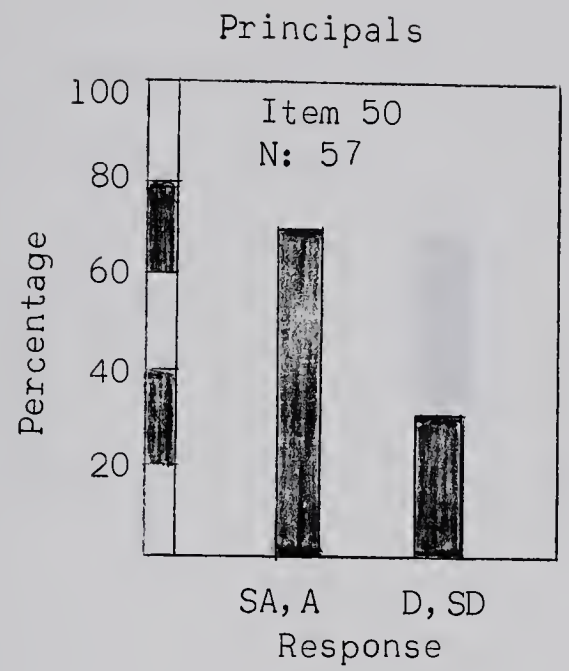
Item 41 was favoured by all respondent groups but conflict was noted in that superintendents replied more strongly in favour of scheduled formal visits than did teachers and principals. A significant difference was also noted in this respect between teachers and supervisors and principals and supervisors. It is possible that teachers and principals were not in strong agreement with this item because of the term "formal," which may present a connotation of inspection to these alter groups.

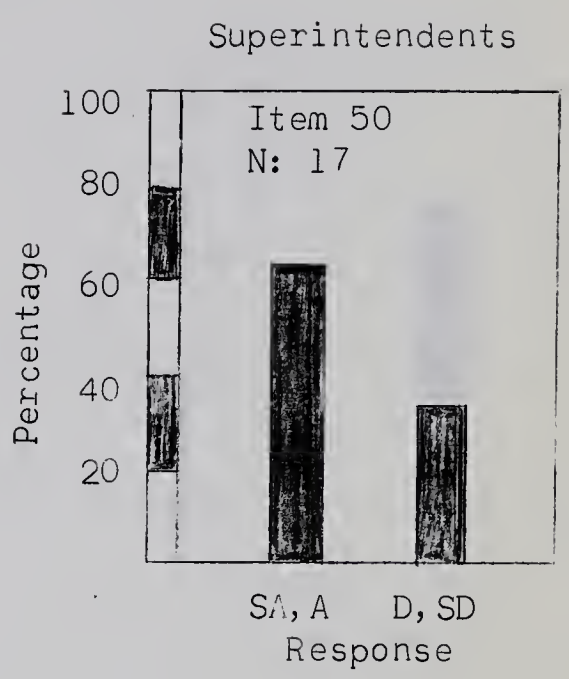
Teacher invitation to the supervisor to visit the classroom and observe some phase of the teacher's work was not greeted with agreement

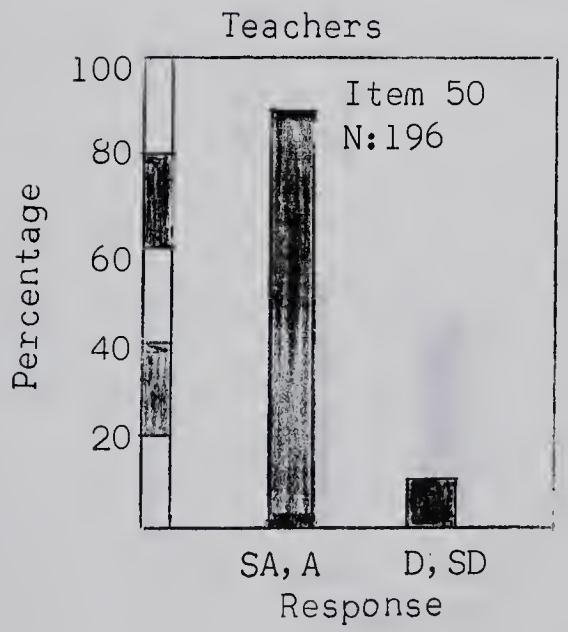
by every respondent group. A significant difference was noted in this item, number 43, for superintendents answered 71 per cent "Strongly Agree," as compared to 44 per cent of the principals, 47 per cent of the supervisors and 35 per cent of the teachers who responded in strong agreement.

Figure 7 indicates the response of agreement or strong agreement with the suggestion in item 50 that the supervisor should distribute supervisory bulletins pertaining to the district's educational policy. Although alter groups were generally in agreement or strong agreement with the item, a significant difference was noted between teachers and other respondents in that 90 per cent of the teachers answered in agreement as compared with 71 per cent of the principals, 65 per cent of the superintendents and 65 per cent of the supervisors who gave similar replies. One might assume that policies are often determined at joint meetings of principals, the superintendents and the supervisors, and that the principal speaks on behalf of his teachers. When policy is determined the supervisor should prepare bulletins publicizing these decisions. This tends to indicate that teachers are looking to district educational personnel for guidance.

It was interesting to note that a fair number of teachers favoured item 55, which suggested that the supervisor provide the superintendent and the Board of School Trustees with an objective appraisal of the teacher's performance. Figure 8, page 80, shows that teachers were in conflict with each of the other respondent groups, for 53 per cent responded agree or strongly agree as compared with







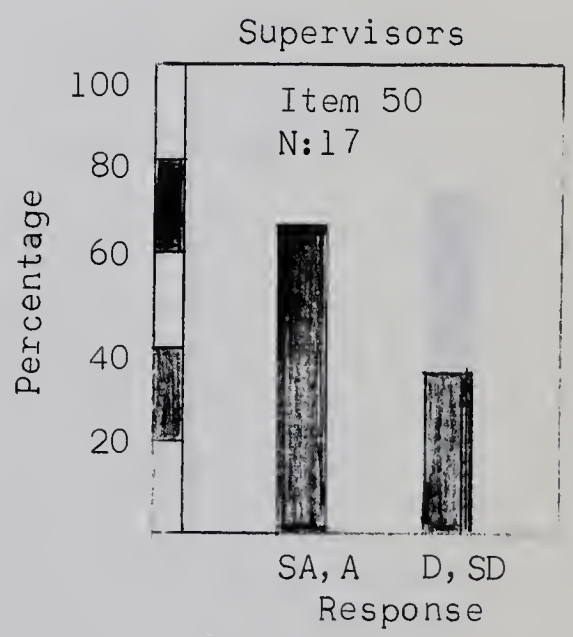
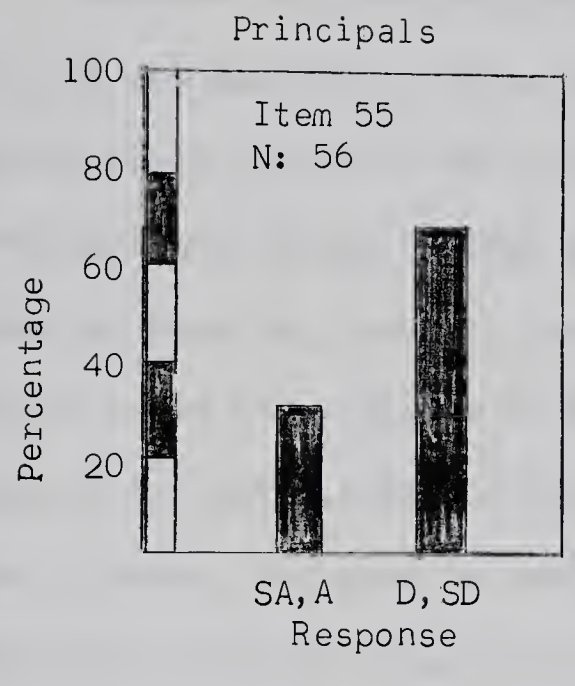
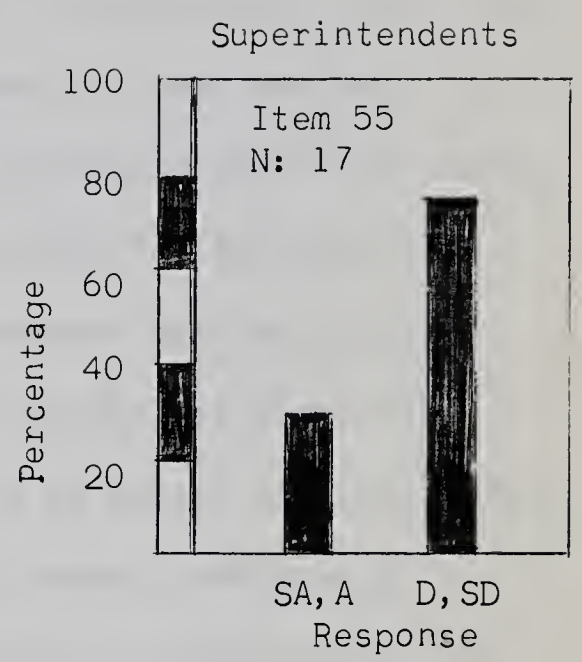
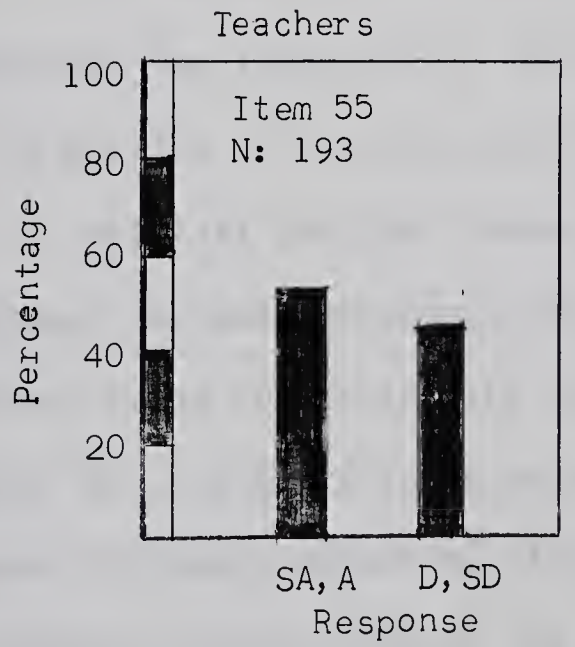


FIGURE 7

CONFLICTING EXPECTATIONS PERTAINING TO BULLETINS PUBLICIZING DISTRICT EDUCATIONAL POLICY







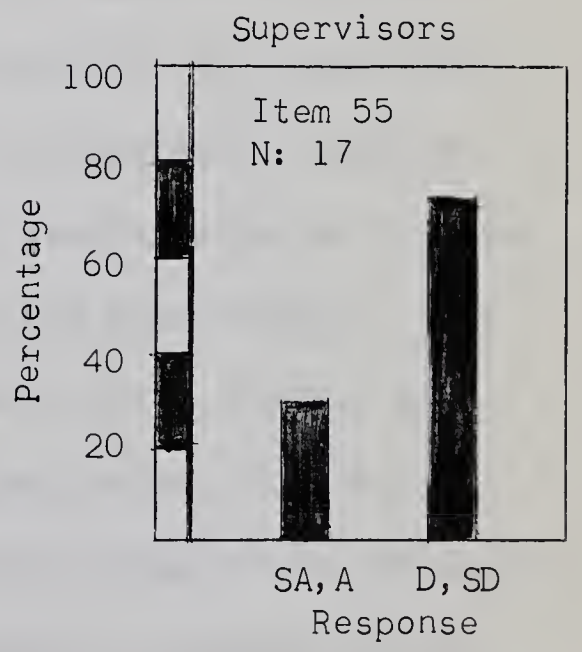


FIGURE 8

DIFFERING EXPECTATIONS PERTAINING TO SUPERVISORS PRESENTING TEACHERS' EVALUATION TO THE SUPERINTENDENT AND BOARD

principals who responded 32 per cent, and both superintendents and supervisors 23 per cent "Agree" or "Strongly Agree."

Teachers may have responded in favour of having this function as a duty of the supervisor for a number of reasons. It may be that teachers would prefer to have the Board hear first-hand reports of some of the good work being carried out in the district, for all too often Boards may hear only adverse comments about teachers and teaching. Teachers could have replied in agreement with thoughts of promotion uppermost in their minds. Presently promotions in school districts are often internal, and good or excellent teachers become consultants, supervisors, vice-principals and principals, and such appointments are generally recommended to the Board by the superintendent.

III. INTRA-GROUP CONFLICT

The variability of expectations among principals and teachers concerning the functions of the supervisor relating to the improvement of the quality of teaching were analyzed for intra-position consensus.

Table XXI contains ranked principal and teacher expectation items from most to least consensus for Section II of the questionnaire. The variance score for principals ranged from .184, close to perfect consensus, to .942 where responses were somewhat more widely divided between "Strongly Agree" or "Agree" and "Strongly Disagree" or "Disagree." For item 31, 98 per cent of the principals agreed or strongly agreed that the supervisor should utilize subject specialists as resource personnel. On item 55, however, 68 per cent of the principals answered

TABLE XXI

RANKED VARIANCE SCORES OF RESPONSE DISTRIBUTIONS OF THE EXPECTATIONS OF PRINCIPALS AND TEACHERS PERTAINING TO IMPROVING THE QUALITY OF TEACHING

Item No.	Teacher Variance Score	Rank	Principal Variance Score	Rank	Item No.	Teacher Variance Score	Rank	Principal Variance Score	Rank
31	.292	6	.184	1	41	.603	19	.542	14
40	.151	1	.246	2	44	.278	3	.565	15
43	.279	4	.249	3	54	.414	11	.571	16
53	.334	7	.304	4	36	.641	21	.594	17
39	.253	2	.316	5	45	.582	16	.620	18
32	.592	18	.329	6	51	.729	24	.624	19
46	.651	22	.421	7	50	.353	9	.639	20
38	.339	8	.464	8	42	.667	23	.649	21
48	.583	17	.481	9	49	.280	5	.684	22
37	.458	13	.484	10	35	.811	25	.721	23
34	.456	12	.502	11	33	.488	14	.810	24
47	.577	15	.508	12	55	.640	20	.942	25
52	.383	10	.541	13					

"Disagree" or "Strongly Disagree" to the supervisor providing an objective appraisal of the teacher's performance to the superintendent and the school board.

Item 40, which suggests that the supervisor recommend solutions if the teacher is unable to arrive at solutions on her own, was also placed high on the variance continuum. Eighty-six per cent of the

principals either agreed or strongly agreed with the item. Principals listed item 53 fourth on the variance continuum. Eighty-one per cent were agreed or strongly agreed that the supervisor should provide teachers with instruments for self-evaluation.

The provision of seatwork for the main subjects by the supervisor was placed twenty-third of the twenty-five items by principals. In twenty-fourth position, principals placed staff conferences in the fall which might be called by supervisors.

Item 40 was placed second by principals and first by teachers, which suggests that teachers favour having the supervisor assist in solving problems which cause concern. Ninety-six per cent of the teachers replied "Agree" or "Strongly Agree" to this item. In second place on the variance continuum teachers ranked individual supervisor-teacher conferences. Ninety-six per cent of the teachers replied in agreement or strongly in agreement with item 39, which suggests that the follow-up discussion to classroom observation is considered most essential.

Teachers placed item 35 last on the continuum. This item suggested that supervisors should provide seatwork for the main subjects. Publicity among colleagues is not sought by teachers if the response to item 51 is any criterion. Teachers rated twenty-fourth the suggestion that supervisors might publicize in bulletins good or outstanding work done in the classroom of the district. Fifty-three per cent of all teachers replied "Disagree" or "Strongly Disagree" to the item.

IV. COMPARISON WITH PRACTICE

When expectations of alter groups were compared with reported practices of supervisors, disagreement was noted on certain items pertaining to improving the quality of teaching, as noted in Table XXII.

TABLE XXII

ITEMS PERTAINING TO IMPROVING THE QUALITY OF TEACHING UPON WHICH DIFFERENCES WERE NOTED BETWEEN EXPECTATION AND PRACTICE

	Percentage of SA and A Responses			
	Expectation			Practice
Item Number and Content	Principals (N:57)	Teachers (N:196)	Supervisors (N:17)	Supervisors (N:17)
35 Provide teachers with suitable pupil seatwork in the main subjects	35%	61%	35%	47%
38 Conduct conferences to help incoming teachers plan classroom activities	82	94	69	59
50 Distribute supervisory bulletins regarding district educational policy	71	90	65	47
51 Distribute supervisory bulletins publicizing good or outstanding work done in classrooms	40	47	41	23
55 Provide the superintendent and board with an objective appraisal of the teacher's performance and service	32	53	23	6

Forty-seven per cent of the supervisors reported that in practice they usually attempted to provide suitable pupil seatwork in the main subjects. A difference was noted between expectations of principals and teachers and practices of supervisors concerning item 38, conducting conferences to help incoming teachers plan classroom activities. Only 59 per cent of the supervisors indicated that they attempt to carry out this service, whereas 69 per cent signified that the service was a desirable expectation.

From responses to items 50 and 51 pertaining to supervisory bulletins, it would appear that in practice the supervisors are not meeting the expectations held for them by teachers and principals. Ninety per cent of the teachers and 71 per cent of the principals were in agreement that the supervisor should distribute bulletins publicizing district educational policy, item 50. In practice, only 47 per cent of the supervisors provide this service. Although expectation responses do not strongly support the use of bulletins to publicize outstanding classroom work, expectations far exceed the actual practice of supervisors; while 40 per cent of the principals and 47 per cent of the teachers agreed that such bulletins are desirable, only 23 per cent of the supervisors indicated that they distributed such information.

Disagreement was noted between teachers and supervisors concerning expectations and practice on item 55, which suggests that supervisors should provide the superintendent and the Board with an objective appraisal of the teacher's classroom performance. Fifty-three per

cent of the teachers favoured such reporting, whereas only six per cent of the supervisors indicated that this practice was being carried out at the present time.

V. SUMMARY

In this chapter an analysis of questionnaire items from Section II which were related to the responsibility of the supervisor in improving the quality of teaching was undertaken. Inter- and intra-group consensus and conflict are shown in Table XXIII.

TABLE XXIII

SIGNIFICANT ITEMS IDENTIFIED THROUGH ANALYSIS RANKED BY AREAS OF SIGNIFICANCE

Rank	Inter-Group Consensus (Item No.)	Inter-Group Conflict (Item No.)	Intra-Group Consensus		Intra-Group Conflict	
			Principals (Item No.)	Teachers (Item No.)	Principals (Item No.)	Teachers (Item No.)
1	39	41	31	46	55	35
2	31	50	46	39	33	51
3	44	35	48	44	35	42
4	49	55	53	48	42	36
5	54	40	39	49	51	41

Alter groups favoured having the supervisor utilize subject specialists as resource personnel (item 31), and agreed that teachers should take university training to improve professional competence (item 49). There was apparent consensus relating to the role of the supervisor in giving individual teacher assistance, for respondents

favoured the post-visitation conference by the supervisor 'item 39), and indicated in responses to item 54 that the supervisor should consult with the teachers about their strengths and weaknesses. Alter groups were in agreement that the supervisor should encourage experimentation with new teaching methods (item 44).

Inter-group conflict was apparent in responses to items which suggested "inspection" of the teaching performance. This was noted on items 41 and 55, which referred to formal classroom visitations, and the provision of an objective appraisal of the teaching performance to the superintendent and the school board.

Alter groups apparently could not agree on the use of supervisory bulletins pertaining to district educational policy (item 50), the provision of seatwork for the main subjects (item 35), or the role of the supervisor in the providing of solutions to problems when a teacher cannot arrive at solutions of her own (item 40).

Intra-group consensus was noted among both the principal and teacher groups concerning the importance of the teacher-supervisor post-visitation conference (item 39), and the recommending of outstanding teachers to teach demonstration classes (item 46).

Teachers and principals agreed on item 48 which suggested that the supervisor arrange for the intervisitation of teachers.

Principals were in agreement that the supervisor should provide the teacher with suitable instruments for the teacher to apply self-evaluation of her performance in the classroom (item 53). Teachers strongly supported item 49 which encouraged the supervisor to foster

further university work to improve teacher competence.

It would appear that teachers and principals wish the supervisor to assist teachers directly through conferences and indirectly through the provision of resource personnel and of self-evaluation instruments.

Intra-group conflict was apparent among both principal and teacher groups on items 51, 35, and 42. These concerned the role of the supervisor in distributing bulletins publicizing outstanding work by teachers, the provision of seatwork for the main subjects, and scheduling classroom visits to determine teacher needs and evaluate teacher performance. It would appear that much intra-group conflict stems from the function of the supervisor on items of an inspectional nature.

Principals apparently could not agree as to whether the supervisor should report to the superintendent and the school board (item 55), or on item 33, regarding the holding of conferences with staff members new to the district.

Teachers were in disagreement regarding the supervisor's role in providing suggestions to teachers early in the term on classroom management (item 36), and on the scheduling of formal classroom visits (item 41).

In comparing expectations with reported practice, it was noted that very few supervisors publicize good or outstanding work of teachers in bulletins. Supervisors reported that they do not make a practice of providing objective appraisals of teachers to the superintendent and the school boards.

CHAPTER VI

THE STAFFING FUNCTION

This chapter analyzes data from Section III of the questionnaire, items 56-61, related to the responsibilities of the supervisor in the selection, placement, transfer and promotion of teachers within the district. The data is presented under the following headings, and in this order: inter-position consensus, inter-group conflict, intra-group conflict, and comparison with practice.

I. INTER-POSITION CONSENSUS

Inter-position consensus was noted on four of the six items pertaining to the staffing functions when chi-square values were calculated as noted in Table XXIV.

TABLE XXIV

CHI-SQUARE VALUES FOR EXPECTATION ITEMS PERTAINING TO THE STAFFING FUNCTION

Item Number	Value of Chi-Square	Significance Level
56	2.753	NS
57	2.415	NS
58	3.656	NS
59	1.398	NS
60	9.876	.05
61	12.475	.05

Table XXV lists items pertaining to the staffing function upon which no significant difference was noted between alter groups. Item 56, relating to the supervisor assisting the superintendent and Board in recruitment of teachers, was quite strongly favoured by superintendents, for 88 per cent answered "Agree" or "Strongly Agree." Eighty-two per cent of the supervisors, 81 per cent of the principals and 74 per cent of the teachers responded in a similar manner.

TABLE XXV

EXPECTATION ITEMS CONCERNING THE STAFFING FUNCTION UPON WHICH INTER-POSITION CONSENSUS WAS NOTED

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
56 Assist the superintendent and the Board of Trustees in the recruitment of teachers	81%	88%	74%	82%
57 Assist the superintendent in the placement of teachers	79	88	78	76
58 Assist principals in assigning the duties of a teacher	28	36	36	35
59 Assist the superintendent in making decisions concerning the transfer of teachers	68	82	73	65

Alter groups agreed that the supervisor should assist in the placement of teachers, as noted in responses received to item 57. Eighty-eight per cent of the superintendent group, 79 per cent of the principal group, 78 per cent of the teachers and 76 per cent of the

supervisors were in agreement with this item. Although responses were not as strongly favourable, alter groups appeared to agree that the supervisor might assist the superintendents with transfers in the district. Eighty-two per cent of the superintendents replied "Agree" or "Strongly Agree" to this item, whereas 73 per cent of the teachers and 68 per cent of the principals gave similar replies. Eleven of seventeen supervisors, or 65 per cent, answered in agreement or strong agreement on this item.

Respondents were agreed that the supervisor should not provide assistance to the principal in assigning the duties of a teacher, as noted by responses to item 58. Only 27 per cent of the principals responded "Agree" or "Strongly Agree" to this item. Superintendents apparently did not favour having the supervisor assist principals in placing teachers, for only 36 per cent replied in agreement. Thirty-five per cent of the teachers and 35 per cent of the supervisors were in agreement or strong agreement with this item.

Responses to question 59 suggest that alter groups favoured this expectation item. Thus supervisors should assist the superintendent with decisions concerning teacher transfers. Superintendents replied 82 per cent in agreement, teachers 73 per cent in agreement, principals 68 per cent and supervisors 65 per cent in favour.

It would appear that alter groups strongly favour expectation item 56 regarding recruitment of staff as a duty for supervisors, but do not consider item 59, concerning transfer of staff, as a supervisor's responsibility.

II. INTER-GROUP CONFLICT

Table XXVI lists two expectation items upon which a significant difference in responses was noted. Teachers were the only respondent group in which there was a percentage majority which favoured having the supervisor assist the superintendent in the evaluation of teaching performance. Sixty-one per cent of the teachers responded "Agree" or

TABLE XXVI

EXPECTATION ITEMS PERTAINING TO THE STAFFING FUNCTION UPON WHICH INTER-GROUP CONFLICT WAS NOTED

Item Number and Content	Percentage of SA and A Responses			
	Principals (N:57)	Superintendents (N:17)	Teachers (N:196)	Supervisors (N:17)
60 Assist the superintendent in the evaluation of the teaching performance	37%	47%	61%	36%
61 Assist the superintendent in making decisions concerning the promotion of staff members	34	82	61	47

"Strongly Agree" to item 60 which suggested this, whereas, only 36 per cent of the supervisors, 37 per cent of the principals and 47 per cent of the superintendents answered "Agree" or "Strongly Agree." Superintendents and teachers indicated that supervisors should assist superintendents concerning promotions, for they responded 82 per cent and 61 per cent respectively in the "Agree" or "Strongly Agree" categories. Supervisors appeared divided in their responses. Eight of the seventeen, or 47 per cent, were in agreement with item 61. Principals were opposed to this as a function of the supervisor. Only 34 per cent replied

in agreement.

III. INTRA-GROUP CONFLICT

Principals and teachers placed item 57 in first place on the consensus continuum in Section III of the questionnaire, as shown in Table XXVII. This item suggests that the supervisor should assist the

TABLE XXVII

RANKED VARIANCES OF EXPECTATION ITEMS OF PRINCIPALS AND TEACHERS PERTAINING TO THE STAFFING FUNCTION

Item Number	Teachers		Principals	
	Variance	Rank	Variance	Rank
57	.428	1	.410	1
59	.543	3	.567	2
56	.517	2	.630	3
58	.549	4	.666	4
61	.737	5	.821	5
60	.885	6	1.051	6

principal with the placement of teachers. Low consensus was given by teachers and principals to item 60, which referred to assistance given to the superintendent by the supervisor regarding teacher evaluations.

It would appear that there was no intra-group conflict among either the teacher or principals groups concerning expectation items dealing with the staffing function.

IV. COMPARISON WITH PRACTICE

When expectations of alter groups were compared with reported practices of supervisors, differences were noted on two items pertaining to the staffing function, as noted in Table XXVIII. Supervisors apparently do not assist the superintendent in placement of staff in actual practice to the extent that they would prefer, for only 65 per cent indicated they usually performed this duty, whereas 76 per cent agreed that this should be a task for the supervisor to carry out as noted in item 57.

TABLE XXVIII

ITEMS PERTAINING TO THE STAFFING FUNCTION UPON WHICH DIFFERENCES WERE NOTED BETWEEN EXPECTATIONS AND PRACTICE

Item Number and Content	Percentage of SA and A Responses: Expectations: Principals (N:57)	Expectations: Teachers (N:196)	Expectations: Supervisors (N:17)	Practice: Supervisors (N:17)
57 Assist the superintendent in the placement of teachers	79%	78%	76%	65%
59 Assist the superintendent in making decisions concerning the transfer of teachers	58	73	65	30

Only 30 per cent of the supervisors signified that they assisted the superintendent concerning teacher transfers, item 59. Principals (68 per cent), teachers (73 per cent), and supervisors (65 per cent), suggest that this practice is considered as desirable for supervisors to carry out.

V. SUMMARY

This chapter reviewed the responsibilities of the supervisor regarding recruitment, placement, transfer and promotion of teachers. Respondent groups apparently were in agreement that the supervisor should assist the superintendent with the recruitment, placement and transfer of staff. Respondents all agreed that the supervisor should not assist the principal in the assignment of the duties of teachers.

Teachers responded in favour of having the supervisor assist the superintendent with teacher evaluations, item 60, whereas other alter groups were opposed to this. All groups, with the exception of supervisors, agreed that the supervisor should assist the superintendent concerning matters of staff promotion. In practice, a majority of supervisors reported that they do not assist superintendents in making decisions concerning the transfer of teachers.

CHAPTER VII

RELATIONSHIP OF TEACHER CHARACTERISTICS TO EXPECTATIONS

The purpose of the analysis reported in this chapter was to determine what, if any, relationship exists between teachers responses to expectation items and personal and professional characteristics of this respondent group. The thirty items selected for analysis were those on which there was low intra-group consensus. These data will be presented under the following headings and in this order: years of university training, grade level taught, years of teaching experience, and sex of respondents.

I. RELATIONSHIP OF YEARS OF UNIVERSITY TRAINING TO EXPECTATIONS

Of the thirty expectation items for which chi-square values were calculated in Table XXIX, teachers with one to three years of university training and those with four to six years of training indicated intra-position conflict on three items. A significant difference was noted on item 8, which suggested that the supervisor should assist in the improvement of marking and grading practices and in reporting pupil progress. Only 70 per cent of teachers with one to three years of training were in agreement with this item, whereas 93 per cent of the teachers with four to six years of university training responded in agreement.

Although both groups were in disagreement with item 28,

concerning the assessment of teacher comment on pupil report cards, teachers with three years or less training responded more strongly in opposition, for only 16 per cent replied in agreement to this item, whereas 34 per cent of teachers with four years or more training were in agreement that this should be a duty of the supervisor. Sixty-eight per cent of the teachers with 1-3 years of training favoured the supervisor conducting conferences to help incoming teachers plan classroom activities, as noted in expectation item 35. Teachers with 4-6 years of university training responded 50 per cent in agreement and 50 per cent in disagreement regarding this item.

TABLE XXIX

RELATIONSHIP OF YEARS OF UNIVERSITY TRAINING TO EXPECTATIONS

	Percentage of SA and A Responses			
Item Number	1 - 3 Years (N:117)	4 - 6 Years (N:79)	Chi-Square	Significance
8	70	93	9.256	Significant
28	16	34	8.386	at the
35	68	50	5.372	.05 level

It would appear that the number of years of university training a teacher has had is not a very influential factor in determining the expectations held for the incumbent of the position of supervisor of elementary instruction. Teachers with varying years of university training apparently recognize that the supervisor of elementary instruction can be of assistance in helping them improve their teaching.

II. RELATIONSHIP OF GRADE LEVEL TAUGHT TO EXPECTATIONS

Table XXX presents a percentage of responses in the "Agree" and "Strongly Agree" categories as reported by primary and intermediate grade teachers. Intra-position consensus was noted on twenty-six of the thirty expectation items whereas conflict was noted only on the four items shown. While both groups apparently agree that supervisors should provide teachers with proper and adequate instructional materials, item 5, more intermediate teachers responded in favour. Seventy-seven per cent of the primary teachers and 89 per cent of the intermediate grade teachers responded in agreement with this expectation.

TABLE XXX

RELATIONSHIP OF GRADE LEVEL TAUGHT TO EXPECTATIONS

Item Number	Percentage of SA and A Responses: Primary (N:87)	Intermediate (N:109)	Chi-Square	Significance
5	77	89	5.333	Significant
41	73	59	4.410	at the
46	80	65	4.752	.05
61	50	67	4.070	level

Alter groups were not in agreement concerning item 41, which suggested that supervisors should schedule formal classroom visits to observe the teaching-learning situation as it operates in the classroom. Seventy-three per cent of the primary teachers favoured this item whereas only

59 per cent of the intermediate grade teachers responded in agreement.

That the supervisor should identify and ask outstanding teachers to teach demonstration lessons, item 46, was more strongly supported by primary teachers than intermediate teachers. Conflict was noted in responses to this item, for 80 per cent of the primary teachers responded in agreement as compared with 65 per cent of the intermediate grade teachers who responded to item 61, which suggests that supervisors should assist the superintendent in making decisions concerning the promotion of staff members. Conflict was noted on this item, for only 50 per cent of the primary teachers agreed with this expectation.

The data suggest that primary teachers are firm in their belief that the supervisor works with the pupils through the teacher. Primary teachers apparently wish to share ideas with each other, and see one function of the supervisor as that of providing opportunities for teachers to learn from one another.

Intermediate teachers may be justified in suggesting that the supervisor assist the superintendent through recommending teachers for promotion, for teachers know that the supervisor is aware of their competencies from regular visits to the classroom.

III. RELATIONSHIP OF YEARS OF TEACHING EXPERIENCE TO EXPECTATIONS

Teachers with one to three years of teaching experience and teachers with four years or more teaching experience indicated intra-position conflict on only four of thirty expectation items, as indicated in Table XXXI. Conflict was noted on items 3, 5, 30, and 61.

TABLE XXXI

RELATIONSHIP OF YEARS OF TEACHING EXPERIENCE TO EXPECTATIONS

Item Number	Percentage of SA and A Responses 1 - 3 Years (N:49)	4 Years and Over (N:147)	Chi-Square	Significance
3	80	60	5.687	Significant
5	93	76	5.053	at the
30	60	76	3.974	.05
61	72	58	4.124	level

It was interesting to note that teachers with relatively little teaching experience strongly support the suggestion that the supervisor should provide suggested schedules of instructional time allotment and distribution. Eighty per cent of teachers with one to three years of experience responded in agreement with this expectation (item 5), whereas only 60 per cent of the teachers with four or more years of experience were in favour of this as an expectation for the supervisor. Conflict was noted on item 5, concerning the provision of proper and adequate instructional materials, for while 93 per cent of teachers with one to three years of experience answered in agreement, only 76 per cent of teachers with four or more years of experience favoured this item.

Teachers with more experience indicated that they were in agreement that the supervisor should assist teachers in solving specific discipline problems, for 76 per cent responded in agreement to item 30,

as compared with only 60 per cent of the teachers with 1-3 years of experience. On matters relating to the promotion of staff members, 72 per cent of the teachers with one to three years experience reported that they supported the supervisor assisting the superintendent. This was in conflict with responses of teachers with four or more years of teaching experience, for only 58 per cent of the latter group replied in agreement to item 61.

It would appear only natural that teachers with little teaching experience would turn to the supervisor for a model of a timetable and assistance in providing proper and adequate instructional materials. In the first few years of teaching, teachers often feel somewhat insecure and turn for assistance to personnel such as the principal or supervisor.

That teachers with one to three years of teaching experience favoured having the supervisor assist the superintendent in staff promotion may at first appear somewhat surprising. However, if one considers that educational facilities are expanding very rapidly, and that new supervisory and administrative positions are being created, it may be assumed that these teachers are considering their own future, and recognize the role the supervisor might play in it.

IV. RELATIONSHIP OF SEX OF RESPONDENTS TO EXPECTATIONS

Table XXXII indicates that there was intra-position conflict on only six of the thirty expectation items when the sex of the respondents was the factor considered. Eighty-five per cent of the female teachers

were in agreement with item 3, which suggested that the supervisor should provide schedules of instructional time allotment and distribution for teachers. Conflict was noted on item 3, for only 55 per cent of male respondents were in agreement.

A significant difference was noted between men and women teachers concerning item 5, which suggests that supervisors should provide proper and adequate instructional materials. Eighty-eight per cent of the women teachers favoured this item as an expectation for supervisors, whereas only 73 per cent of the men teachers were in agreement.

TABLE XXXII

RELATIONSHIP OF SEX OF RESPONDENTS TO EXPECTATIONS

Item Number	Percentage of SA and A Responses: Female (N:105	Male (N:91)	Chi-Square	Significance
3	83	55	9.411	Significant at the .05 level
5	88	73	4.178	
35	79	51	9.692	
55	61	42	8.614	
59	80	66	6.248	
61	72	52	9.573	

Men teachers were apparently not too strongly in favour of having the supervisor provide seatwork for the main subjects as suggested in expectation item 35, for only 51 per cent responded in agreement. The responses of women teachers were in conflict with their male counterparts, for 79 per cent replied in agreement with this item. Women were

apparently in favour of allowing supervisors to provide objective appraisals of teachers' performances to the Board and to the superintendent, for 61 per cent answered in agreement to this expectation (item 55). A majority of male teachers were opposed to this item being a duty of the supervisor, for only 42 per cent responded "Agree" or "Strongly Agree."

Eighty per cent of the female teachers were of the opinion that the supervisor should assist the principal in assigning the duties of a teacher, as opposed to 66 per cent of the male teachers who were in agreement with item 59. A significant difference was noted between male and female teachers concerning expectation item 61, which suggests that the supervisor should assist the superintendent in making decisions concerning the promotion of staff members.

Differences of opinion noted between male and female teachers concerning the role of the supervisor were mainly differences of degree rather than direction. Female teachers appeared to be more strongly in agreement concerning the functions of the supervisor pertaining to the provision of seatwork, objective appraisals of the teacher's work and decisions concerning staff problems. It is possible that male teachers identified themselves more closely with principals than with supervisors when responding to the expectation items.

V. SUMMARY

In this chapter was presented a study of the relationships of teacher characteristics to expectations. Of the thirty items studied,

consensus was apparent on a majority of the expectations held for the incumbent of the position of supervisor of elementary instruction. Table XXXIII presents the items upon which intra-group conflict was noted in the expectations of teacher sub-groups.

TABLE XXXIII

SIGNIFICANCE LEVELS OF DIFFERENCES IN EXPECTATIONS OF VARIOUS TEACHER SUB-GROUPS

Item Number	Teacher Characteristics			
	Years of University	Grade Level Taught	Teaching Experience	Sex
3	NS	NS	.05	.05
5	NS	.05	.05	.05
8	.05	NS	NS	NS
28	.05	NS	NS	NS
30	NS	NS	.05	NS
35	.05	NS	NS	.05
41	NS	.05	NS	NS
46	NS	.05	NS	NS
55	NS	NS	NS	.05
59	NS	NS	NS	.05
61	NS	.05	.05	.05

Three of the four sub-groups indicated a significant difference concerning items 5 and 61. It would appear that the provision of instructional materials by the supervisor and matters related to the

supervisor's role in staff promotion are strongly supported by female intermediate grade teachers with from one to three years of experience. The response concerning instructional materials does not appear to be extraordinary for it is assumed that these teachers wish to capitalize upon the ideas and experience of their colleagues.

It is somewhat surprising to note that this group apparently gives strong support to the supervisor's role in staff promotion, for it would seem apparent that there would not be too many members of this category involved in any promotions.

That female teachers with one to three years of experience favour having the supervisor provide sample time allotments to be used as a model is to be expected for it would seem appropriate that some form of guide be available to beginning teachers.

Female teachers with one to three years of university training were apparently strongly in favour of having the supervisor provide teachers with suitable seatwork for the main subjects, as noted in item 35. It appears that these teachers wish to use materials prepared by recognized outstanding teachers as example, and expect the supervisor to provide copies from which they can prepare other material.

CHAPTER VIII

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter a summary of findings, conclusions and recommendations follow the restatement of the problem.

I. RESTATEMENT OF THE PROBLEM

The purpose of this study was to determine the expectations held for the incumbent of the position of supervisor of elementary instruction in the Province of British Columbia, as held by superintendents of schools, principals of elementary schools, elementary school teachers and supervisors of elementary instruction.

To identify the most desired supervisory functions, a questionnaire prepared by Hrynyk was adapted for this study. The questionnaire used in this study contained sixty-one items which were considered to cover adequately the supervisory functions with which a supervisor of elementary instruction might be concerned. The items were groups under these main areas: adapting the Provincial curriculum and developing a local program; improving the quality of teaching; and, the staffing function. The study emphasized the two main areas of program improvement and teacher improvement.

The sample selected consisted of nineteen superintendents of schools and nineteen supervisors of elementary instruction working in the same school districts, sixty-five elementary school principals and two

hundred forty elementary school teachers. The principals and teachers were selected at random from staff lists provided by the school districts.

The respondents were requested to indicate agreement or disagreement with expectation items listed as being functions which should be performed by a supervisor of elementary instruction, by marking one of four possible responses, SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree). Chi-square values were calculated to determine inter-group conflict; that is, whether or not a significant difference existed among alter groups. Variances were calculated to study any intra-group conflict noted within the principal and teacher groups. Factors relating to expectations of alter groups were considered and a comparison was made between expectations and actual practices as reported by supervisors.

II. SUMMARY OF FINDINGS

This study indicated that there was inter-position consensus, inter-group conflict and intra-group conflict on various expectation items related to the role of supervisor of elementary instruction.

Inter-Position Consensus

The following were included among supervisory areas identified as those upon which there was inter-position consensus: (a) clarification of district curricular policies; (b) in-service education activities; (c) provision of and experimentation with instructional materials; (d) programs to meet the needs of individual differences of remedial and

accelerated students; and, (e) the improvement of measuring instruments, standardized testing programs and the interpretation of test results.

Respondent groups appeared to consider the arranging of inter-visitations, visits by the supervisor and follow-up teacher-supervisor conferences as important duties of the supervisor. It was also suggested that the supervisor should be expected to consult with teachers about their strengths and weaknesses, and be prepared to provide teachers with suitable measuring instruments which will allow for self-appraisal of the teaching situation.

It would appear from the findings of this study that the supervisor is expected to assist the district superintendent and the Board of School Trustees in recruitment, transfer of staff members and in the placement of teachers to school staffs.

Inter-Group Conflict

Inter-group conflict on expectations for the supervisor was noted on items pertaining to: (a) the provision of instructional materials; (b) the diagnosing of curricular difficulties; (c) assessing report card marks and comments; (d) the distribution of bulletins concerning district educational policy; and (e) objective appraisal of the teaching performance.

Principals and teachers appear to oppose anything being done by the supervisor which in any way has a connotation of "inspection." An example was noted in the responses to the items related to assessment of report cards comments and preparation of report cards. Principals

and teachers did not favour these as areas of responsibility of the supervisor.

Principals and teachers apparently did not consider recommending solutions to teachers' problems as a function to be performed by the supervisor of elementary instruction. These same alter groups did not favour having supervisors make suggestions to teachers regarding classroom organization and management, apparently wishing to retain these as functions handled by the principal or by the teacher.

Alter groups--with the exception of teachers--did not wish to have supervisors provide the superintendent and the Board of Trustees with objective appraisals of teacher performance in the classroom. Teachers, however, were not opposed to this. It would appear that teachers believe the teaching performance to be a main factor considered by the Superintendent and School Board when promotions to supervisory positions are undertaken.

Intra-Group Conflict

Principals and teachers considered the follow-up conference between the teacher and supervisor as a most desirable function of the supervisor. Both groups also responded in agreement to having the supervisor assist the teacher with solving teaching problems if the teacher has no solution of his own. That the supervisor should be expected to assist teachers in the selection of reference and instructional materials was also supported by teachers and principals.

Expectation items which were ranked low on the principals and teachers as expectations for the supervisors included matters concerning

report card assessment, the provision of suggested time allotments and distributions, and the provision of seatwork for the main subjects. Intra-group conflict was also noted on expectations pertaining to the role of the supervisor in assisting the superintendent with teacher evaluations.

Whereas teachers were apparently in support of having the supervisor report objectively to the school board and superintendent, the principals did not appear to agree among themselves on this matter.

Comparison With Practice

In comparing expectations held for the incumbent of the position of supervisor of elementary instruction with reported practice, it becomes apparent that there are relatively few areas in which there is disagreement between what respondents would expect and what supervisors do in carrying out their duties.

Supervisors report that in practice they are attempting to make use of resource personnel, are assisting teachers with specific discipline problems and provide instruction materials to the extent that teachers would expect these functions to be carried out. Supervisors do not prepare and distribute as many bulletins as respondent groups would recommend.

In practice, supervisors do not make objective appraisals of teachers' classroom work to the superintendent and the School Board to the extent that they would prefer, neither does the supervisor assist the superintendent in considering teacher transfers.

Characteristics

Neither years of training, years of teaching experience, grade level taught or sex of teachers appeared to make significant differences to responses received to expectation items. However, teachers with most university training appeared to favour having the supervisor assist with marking and reporting practices. Female, primary teachers with three years or less of teaching experience favoured having the supervisor provide sample timetables, and supported the expectation that the supervisor should assist the superintendent in making decisions concerning staff promotions.

III. RECOMMENDATIONS

On the strength of the findings of this study, certain recommendations are herewith presented. These are offered with the awareness that conditions in school districts of British Columbia will vary somewhat, and thus will modify the degree to which these recommendations might be found useful.

1. Supervisors of elementary instruction should take the initiative arranging in-service programs.

The consensus of opinion indicated by responses of superintendents, principals, teachers and supervisors appears to indicate that the supervisor could do a great service for a school district by making provision for in-service education programs, and providing resource personnel to speak to teachers groups at such programs. The supervisor should be aware of curriculum changes and seek every opportunity to use

in-service meetings to keep teachers informed of educational trends. Consideration should be given to all subjects and at all levels of the elementary school.

2. Supervisors of elementary instruction should provide scheduled demonstration lessons throughout the school year.

It would appear wise for the supervisor of elementary instruction to call upon superior teachers to provide demonstration lessons throughout the school year. The fact that superintendents, principals, teachers, and supervisors are in agreement with the provision of demonstration lessons would indicate that teachers wish to learn from their colleagues. The supervisor of elementary instruction should arrange demonstration teaching for groups of teachers when there is a need felt for such a lesson.

3. Supervisors of elementary instruction should encourage and participate in a district standardized testing program.

The approach to the provision of a district-wide standardized testing program should be one of cooperation and coordination. Superintendents, principals, supervisors and teachers should be involved in any approach to evaluation. All should clearly understand the objective and interpretation of standardized testing and any means of appraisal which might be used on a district-wide basis. The supervisor might play an important role as a coordinator in such a program.

4. Supervisors of elementary instruction and teachers should have a routine procedure arranged for classroom visitations.

That the visitation by the supervisor to the classroom to assist

the teacher in improvement of instruction is an important aspect of the supervisory program was borne out in responses received to items pertaining to this topic. All respondents agreed that no classroom visitation was considered complete without a follow-up discussion between the supervisor and the teacher. It would appear that some routine procedure might be established between the classroom teacher and the supervisor to cover both the actual classroom visit and the follow-up talk. If a teacher is aware that a morning lesson will be discussed following dismissal in the afternoon, she can schedule her time to prepare for it. It might be advisable to include the principal in discussion of procedure to be followed between the supervisor and the teacher, so he is aware of what is going on in his school. The teacher must be aware of what is expected of her during and after classroom visits.

5. The supervisor of elementary instruction should assist the superintendent in the staffing of schools.

The supervisor of elementary instruction should attempt to work cooperatively with superintendents and school principals in recommending teachers for transfer, and in placing teachers newly recruited to the district.

It would appear that the supervisor, in visiting teachers in classrooms of the various schools in the district, can become aware of any specializations a teacher might have, and thus might recommend transfers of such people to ensure that the district uses such potential ability to a maximum. If the trend to specialization should

continue in the elementary school, and further departmentalization should result, districts will wish to capitalize upon special abilities of teachers, and supervisors can assist in channelling teachers into schools where talents can be utilized.

A cooperative approach to the staffing function would be deemed most appropriate and advisable. The principal will know the staff requirements for his school and might discuss these with the superintendent and the supervisor. Through discussion and a knowledge of new teachers hired and members requiring transfers, it would appear that the talents of staff members could best be utilized.

IV. SUGGESTIONS FOR FURTHER STUDY

The following problems might be incorporated into future studies:

1. Further studies might compare the opinions of superintendents of schools, directors of instruction, principals, consultants, teachers, and supervisors regarding the expectations held for the incumbent of the position of supervisor of instruction, including primary instruction, intermediate instruction and elementary instruction.

2. Further studies might include the expectations held for a supervisor when other supervisory personnel--e.g., director of instruction or consultants--are employed in a district.

3. Further studies should be made to investigate the opinion of teachers on whether they prefer to have supervisors or consultants visit their classrooms to give assistance in the instructional program.

4. Further studies should be made to investigate the opinions

of teachers on what they believe constitutes the ideal classroom visitation by a supervisor of elementary instruction.

5. Further studies should be made in an attempt to determine who should provide what supervisory functions.

The investigation of these and similar problems should lead to the development of a more adequate body of knowledge concerning the supervisory process and may offer guides for increasing its effectiveness.

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APPENDIX A

QUESTIONNAIRE TO PRINCIPALS, TEACHERS, SUPERINTENDENTS AND SUPERVISORS

EXPECTATIONS FOR THE BEHAVIOR OF SUPERVISORS OF ELEMENTARY INSTRUCTION

QUESTIONNAIRE

TO THE RESPONDENT:

The items in this questionnaire are expectations which might be held for the behavior of persons occupying the position of Supervisor of Elementary Instruction by teachers, principals, supervisors, or superintendents. Please read each item carefully and then indicate whether you strongly agree, agree, disagree, or strongly disagree with the statement by circling one of the responses provided.

If you feel that a response would depend upon particular circumstances, then consider the setting to be similar to that of your own school or school district.

Please read each item and then circle one of the responses at the right of each item:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

Section I

SUPERVISORY SERVICES AIMED AT IMPROVING THE QUALITY OF THE DISTRICT'S PROGRAM.

A. ADAPTING THE PROVINCIAL CURRICULUM

1. Formulation of the District's Curriculum Program

A Supervisor of Elementary Instruction should:

(a) Identify and define for teachers the district's curricular objectives . . . . . SA A D SD (1)

(b) State and clarify the existing curricular policies and in-service activities of the district . . . SA A D SD (2)

(c) Provide teachers with schedules of suggested instructional time allotment and distribution , . SA A D SD (3)

(d) Outline for teachers the various aspects of the instructional program carried on in the district SA A D SD (4)

(e) Provide teachers with proper and adequate instructional materials . . . . . SA A D SD (5)

2. Curriculum Assistance to Groups of Teachers

A Supervisor of Elementary Instruction should:

(a) Assist curriculum committees in the development of instructional materials . . . . . SA A D SD (6)

(b) Provide resource persons to discuss specific curricular problems . . . . . SA A D SD (7)

(c) Assist in the improvement of marking and grading practices and in reporting pupil progress . . . SA A D SD (8)

3. Curriculum Assistance to Individual Teachers

A Supervisor of Elementary Instruction should:

(a) Visit classrooms to assess curriculum implementation and to diagnose curricular difficulties . SA A D SD (9)

(b) Consult with teachers about their individual curricular problems . . . . . SA A D SD (10)

(c) Assist teachers with curricular planning . . . SA A D SD (11)

(d) Assist teachers in the selection of references and other instructional materials . . . . . SA A D SD (12)

(e) Assist teachers in scheduling and timetabling courses . . . . . SA A D SD (13)

(f) Visit classrooms as a follow up to curriculum orientation activities . . . . . SA A D SD (14)

(g) Encourage teacher experimentation in curriculum implementation . . . . . SA A D SD (15)

B. DEVELOPING A LOCAL PROGRAM

1. Differentiated Program to Meet Pupil Needs

A Supervisor of Elementary Instruction should:

(a) Provide for a program of educational diagnosis to discover the strengths and weaknesses of pupils . SA A D SD (16)

(b) Help to develop a program of remedial work for slow learners and of enrichment for superior learners . . . . . SA A D SD (17)

(c) Foster experimentation with new techniques, methods, and teaching situations in the program of differentiated instruction . . . . . SA A D SD (18)

(d) Develop an in-service education program for all teachers . . . . . SA A D SD (19)

2. Resource Personnel

A Supervisor of Elementary Instruction should:

(a) Arrange for resource personnel to assist in developing specific areas of the local program . . . . . SA A D SD (20)

(b) Invite resource persons to discuss local program problems at teachers' meetings . . . . . SA A D SD (21)

3. Teaching Devices and Equipment

A Supervisor of Elementary Instruction should:

(a) Assist teachers in utilizing audio-visual equipment and other teaching aids . . . . . SA A D SD (22)

(b) Foster experimentation with new mechanical and electronic teaching aids . . . . . SA A D SD (23)

4. Evaluation of Achievement

A Supervisor of Elementary Instruction should:

(a) Assist in the improvement of measuring instruments to evaluate the achievements of various groups of pupils . . . . . SA A D SD (24)

(b) Assist in the interpretation of test results . . SA A D SD (25)

(c) Implement a program of standardized testing . . SA A D SD (26)

(d) Instruct teachers in the preparation of pupils' report cards . . . . . SA A D SD (27)

(e) Assess teacher comments on pupil report cards . . SA A D SD (28)

5. Discipline Problems

A Supervisor of Elementary Instruction should:

(a) Foster a standard of discipline that permits efficient work . . . . . SA A D SD (29)

(b) Assist teachers in solving specific discipline problems . . . . . SA A D SD (30)

Section II

SUPERVISORY SERVICES AIMED AT IMPROVING THE QUALITY OF TEACHING

C. MAKING USE OF TEACHER RESOURCES

A Supervisor of Elementary Instruction should:

(a) Utilize subject specialists as resource personnel SA A D SD (31)

(b) Utilize superior teachers to assist the supervisor in improvement of instruction . . . . . SA A D SD (32)

D. HELPING TEACHERS TO IMPROVE INSTRUCTION

A Supervisor of Elementary Instruction should:

(a) Hold conferences for staff members new to the district early in the fall term . . . . . SA A D SD (33)

(b) Provide sample timetables as guides for beginning teachers . . . . . SA A D SD (34)

(c) Provide teachers with suitable pupil seatwork for the main subjects . . . . . SA A D SD (35)

(d) Make suggestions to the teacher at the beginning of the school term concerning classroom management and organization . . . . . SA A D SD (36)

(e) Plan and schedule individual and group conferences during the school term . . . . . SA A D SD (37)

(f) Conduct conferences to help incoming teachers plan classroom activities . . . . . SA A D SD (38)

(g) Hold individual conferences with teachers following classroom visits . . . . . SA A D SD (39)

(h) Recommend solutions to problems if a teacher is unable to arrive at solutions by herself . . . . SA A D SD (40)

(i) Schedule formal classroom visits to observe the teaching-learning process as it operates in the classroom . . . . . SA A D SD (41)

(j) Schedule formal classroom visits to evaluate teaching performance for the purpose of discovering teacher needs . . . . . SA A D SD (42)

(k) Visit classrooms upon the invitation of the teacher to observe some phase of the teacher's work . . . SA A D SD (43)

(l) Encourage teachers to experiment with new teaching methods . . . . . SA A D SD (44)

(m) Attend staff meetings to discuss current educational problems with teachers . . . . . SA A D SD (45)

(n) Identify and ask outstanding teachers to teach demonstration lessons . . . . . SA A D SD (46)

(o) Arrange scheduled demonstration lessons throughout the year . . . . . SA A D SD (47)

(p) Arrange <u>intervisitation</u> for those teachers needing help not provided by scheduled demonstrations . . SA A D SD (48)

(q) Encourage teachers to take university courses to improve professional competence . . . . . SA A D SD (49)

(r) Distribute supervisory bulletings regarding district educational policy . . . . . SA A D SD (50)

(s) Distribute supervisory bulletins publicizing good or outstanding work done in classrooms . . . SA A D SD (51)

(t) Distribute supervisory bulletins summarizing results of meetings . . . . . SA A D SD (52)

(u) Provide teachers with suitable instruments to assess their own teaching performance . . . . . SA A D SD (53)

(v) Consult with teachers about their strengths and weaknesses . . . . . SA A D SD (54)

(w) Provide the Superintendent and the Board with an objective appraisal of the teacher's performance and service . . . . . SA A D SD (55)

E. THE STAFFING FUNCTION

Supervisor of Elementary Instruction should:

(a) Assist the Superintendent and the Board of Trustees in the recruitment of teachers . . . . . SA A D SD (56)

(b) Assist the Superintendent in the placement of teachers. . . . . SA A D SD (57)

(c) Assist Principals in assigning the duties of a teacher . . . . . SA A D SD (58)

(d) Assist the Superintendent in making decisions concerning the transfer of teachers . . . . . SA A D SD (59)

(e) Assist the Superintendent in the evaluation of the teaching performance . . . . . SA A D SD (60)

(f) Assist the Superintendent in making decision concerning the promotion of staff members . . . . . SA A D SD (61)

Please make certain that you have responded to all of the items and then complete the general information section on the following page.

GENERAL INFORMATION

1. Position (check one) Superintendent ___ Principal ___

   Teacher ___ Supervisor ___

*2. Number of years in present position (check one)

   1 - 3 ___, 4 - 7 ___, 8 - 12 ___, over 12 ___.

*3. Number of years of teaching experience (check one)

   1 - 3 ___, 4 - 7 ___, 8 - 12 ___, over 12 ___.

4. Highest teaching certificate held _____.

5. Circle grade in which you do most of your teaching. If equal circle more than one. 1 2 3 4 5 6 7

6. Sex: Male _____ Female ____

7. Number of complete years of university education _____.

8. Name _____

9. School District _____

* Including the 1963-64 school year.

APPENDIX B

LETTER GRANTING PERMISSION TO CARRY OUT THE STUDY IN BRITISH COLUMBIA

Department of Education
Victoria, B.C.

September 11th, 1963

Mr. Roy I. McLoughlin,
1305 - 92nd Avenue,
DAWSON CREEK, B.C.

Dear Mr. McLoughlin:

In reply to your letter of September 1st, this Department sees no objection to your sending a questionnaire to District Superintendents of Schools, principals and supervisors throughout the province as part of your research on the thesis topic you have chosen as a candidate for the Master of Education degree at the University of Alberta.

Yours very truly,

(Signed, J.F.K. English)

J. F. K. English
Deputy Minister and Superintendent
of Education

jfke:fk
cc: Mr. Levirs
Mr. Hyndman

APPENDIX C

LETTERS ACCOMPANYING THE QUESTIONNAIRE

1305 - 92nd Avenue,
Dawson Creek, B.C.,
December 2, 1963.

Dear Colleague:

With the kind permission of Dr. J. F. K. English, Deputy Minister and Superintendent of Education for the Province of British Columbia, I am forwarding this questionnaire, which is a part of my Master of Education thesis for the University of Alberta.

I would ask you to complete the questionnaire, and return it in the enclosed self-addressed envelope as soon as possible.

As we have selected the teachers at random for this study, I would urge you to take a few minutes to complete this questionnaire as the results are dependent upon a good percentage return.

I hope to write up a summary of the findings from this study in the B. C. Teacher.

Thank you for your time, and for your interest in the education of this Province, in completing this questionnaire.

Yours truly,

(R. McLoughlin)
Supervisor of Elementary Instruction

RMcL/mt

APPENDIX D

TABLE OF RESPONSE DISTRIBUTIONS FOR INDIVIDUAL EXPECTATION ITEMS

APPENDIX D

Item	Respondent	SA	A	D	SD	No Response
1	Principals	11	30	9	7	--
	Superintendents	6	6	5	-	--
	Teachers	57	113	21	5	--
	Supervisors	2	9	4	2	--
2	Principals	14	31	11	1	--
	Superintendents	7	8	2	-	--
	Teachers	52	122	22	-	--
	Supervisors	2	10	5	-	--
3	Principals	8	22	19	8	--
	Superintendents	3	11	3	-	--
	Teachers	34	93	59	10	--
	Supervisors	2	9	4	2	--
4	Principals	13	35	6	3	--
	Superintendents	7	7	3	-	--
	Teachers	39	138	17	1	1
	Supervisors	3	10	3	1	--
5	Principals	14	16	21	6	--
	Superintendents	2	7	6	2	--
	Teachers	84	80	28	4	--
	Supervisors	3	5	6	3	--
6	Principals	12	41	2	-	2
	Superintendents	4	12	1	-	--
	Teachers	45	140	9	-	2
	Supervisors	5	11	1	-	--
7	Principals	19	28	8	1	2
	Superintendents	6	6	5	-	--
	Teachers	50	123	21	1	1
	Supervisors	5	8	3	-	--
8	Principals	14	26	13	3	1
	Superintendents	7	10	-	-	--
	Teachers	46	108	31	9	2
	Supervisors	5	10	2	-	--
9	Principals	15	31	5	4	2
	Superintendents	11	6	-	-	--
	Teachers	36	109	34	13	4
	Supervisors	5	11	1	-	--

Item	Respondent	SA	A	D	SD	No Response
10	Principals	19	31	3	2	2
	Superintendents	13	4	-	-	-
	Teachers	63	124	6	-	1
	Supervisors	9	8	-	-	-
11	Principals	10	36	8	2	1
	Superintendents	12	5	-	-	-
	Teachers	22	116	46	6	6
	Supervisors	6	10	-	-	1
12	Principals	11	35	8	2	1
	Superintendents	10	7	-	-	-
	Teachers	20	141	30	1	4
	Supervisors	6	11	-	-	-
13	Principals	5	25	21	5	1
	Superintendents	10	6	1	-	-
	Teachers	10	95	75	12	4
	Supervisors	6	10	1	-	-
14	Principals	7	39	8	2	1
	Superintendents	13	4	-	-	-
	Teachers	12	124	44	10	6
	Supervisors	5	11	1	-	-
15	Principals	19	33	3	1	1
	Superintendents	9	7	1	-	-
	Teachers	64	112	16	2	2
	Supervisors	8	8	1	-	-
16	Principals	17	30	8	2	-
	Superintendents	2	11	4	-	-
	Teachers	65	111	18	2	-
	Supervisors	4	9	4	-	-
17	Principals	23	31	2	1	-
	Superintendents	8	8	1	-	-
	Teachers	109	84	3	-	-
	Supervisors	7	9	1	-	-
18	Principals	18	33	6	-	-
	Superintendents	9	7	1	-	-
	Teachers	69	118	8	-	1
	Supervisors	6	11	-	-	-
19	Principals	12	22	17	6	-
	Superintendents	4	7	6	-	-
	Teachers	46	98	38	13	1
	Supervisors	3	6	7	1	-

Item	Respondent	SA	A	D	SD	No Response
20	Principals	13	33	7	2	2
	Superintendents	4	9	4	-	-
	Teachers	27	132	36	1	-
	Supervisors	6	6	5	-	-
21	Principals	9	27	14	5	2
	Superintendents	3	7	7	-	-
	Teachers	29	117	39	9	2
	Supervisors	3	5	9	-	-
22	Principals	6	35	13	3	-
	Superintendents	5	12	-	-	-
	Teachers	21	126	47	2	-
	Supervisors	4	13	-	-	-
23	Principals	7	38	6	5	1
	Superintendents	1	14	2	-	-
	Teachers	23	138	31	2	2
	Supervisors	2	11	3	1	-
24	Principals	11	38	5	2	1
	Superintendents	5	12	-	-	-
	Teachers	45	128	19	2	2
	Supervisors	4	13	-	-	-
25	Principals	7	43	5	2	-
	Superintendents	6	11	-	-	-
	Teachers	32	123	34	4	3
	Supervisors	3	14	-	-	-
26	Principals	8	36	5	7	1
	Superintendents	4	6	6	0	1
	Teachers	52	105	29	7	3
	Supervisors	2	9	3	3	-
27	Principals	1	9	27	20	-
	Superintendents	2	7	8	-	-
	Teachers	11	57	87	38	3
	Supervisors	-	8	3	6	-
28	Principals	-	5	22	30	-
	Superintendents	-	6	11	-	-
	Teachers	4	40	88	61	3
	Supervisors	-	5	4	7	-
29	Principals	4	22	15	14	2
	Superintendents	5	9	3	-	-
	Teachers	25	93	47	28	3
	Supervisors	2	12	2	1	-

Item	Respondent	SA	A	D	SD	No Response
30	Principals	3	23	15	14	2
	Superintendents	4	9	4	-	-
	Teachers	25	111	36	21	3
	Supervisors	5	8	2	2	-
31	Principals	11	44	1	-	1
	Superintendents	7	10	-	-	-
	Teachers	34	143	14	2	3
	Supervisors	5	9	3	-	-
32	Principals	11	37	7	-	2
	Superintendents	7	9	1	-	-
	Teachers	39	103	41	9	4
	Supervisors	5	6	5	1	-
33	Principals	14	28	9	6	-
	Superintendents	10	4	3	-	-
	Teachers	62	102	29	2	1
	Supervisors	6	8	3	-	-
34	Principals	9	37	8	3	-
	Superintendents	7	8	2	-	-
	Teachers	72	101	21	2	-
	Supervisors	7	9	1	-	-
35	Principals	5	15	27	10	-
	Superintendents	2	4	10	1	-
	Teachers	41	76	58	18	3
	Supervisors	4	2	11	-	-
36	Principals	5	15	27	10	-
	Superintendents	2	4	10	1	-
	Teachers	41	76	58	18	3
	Supervisors	4	2	11	-	-
37	Principals	5	28	19	5	-
	Superintendents	5	12	-	-	-
	Teachers	25	99	52	16	4
	Supervisors	5	10	1	1	-
38	Principals	8	35	11	2	1
	Superintendents	5	12	-	-	-
	Teachers	23	122	40	8	3
	Supervisors	3	9	5	-	-
39	Principals	7	38	7	3	2
	Superintendents	7	9	1	-	-
	Teachers	24	110	57	3	2
	Supervisors	3	10	4	-	-

Item	Respondent	SA	A	D	SD	No Response
40	Principals	15	40	2	-	-
	Superintendents	10	7	-	-	-
	Teachers	63	127	4	-	2
	Supervisors	11	6	-	-	-
41	Principals	8	33	12	3	1
	Superintendents	8	8	-	-	1
	Teachers	26	110	43	16	1
	Supervisors	5	9	2	1	-
42	Principals	6	31	14	6	-
	Superintendents	7	7	3	0	-
	Teachers	23	108	45	20	-
	Supervisors	4	9	3	1	-
43	Principals	25	32	-	-	-
	Superintendents	12	5	-	-	-
	Teachers	68	122	6	-	-
	Supervisors	8	9	-	-	-
44	Principals	21	31	3	1	1
	Superintendents	6	10	1	-	-
	Teachers	63	124	7	2	-
	Supervisors	4	12	1	-	-
45	Principals	6	29	17	5	-
	Superintendents	5	10	2	-	-
	Teachers	26	94	59	14	3
	Supervisors	1	12	3	1	-
46	Principals	10	39	6	2	-
	Superintendents	4	13	-	-	-
	Teachers	46	104	33	12	1
	Supervisors	2	9	5	1	-
47	Principals	14	34	7	2	-
	Superintendents	5	8	3	-	-
	Teachers	46	100	43	6	2
	Supervisors	2	10	5	-	-
48	Principals	13	32	10	1	1
	Superintendents	7	8	2	-	-
	Teachers	42	108	36	9	1
	Supervisors	5	9	2	1	-
49	Principals	21	28	3	4	1
	Superintendents	3	12	2	-	-
	Teachers	48	115	27	2	4
	Supervisors	4	9	4	-	-

Item	Respondent	SA	A	D	SD	No Response
50	Principals	15	33	5	3	1
	Superintendents	4	7	6	-	-
	Teachers	34	143	18	1	-
	Supervisors	2	9	5	1	-
51	Principals	3	19	25	8	2
	Superintendents	2	8	7	-	-
	Teachers	19	74	74	28	1
	Supervisors	1	6	8	2	-
52	Principals	7	36	9	4	1
	Superintendents	2	11	3	-	1
	Teachers	16	134	36	7	3
	Supervisors	2	8	7	-	-
53	Principals	11	36	8	2	-
	Superintendents	2	10	3	-	2
	Teachers	39	129	24	4	1
	Supervisors	2	11	3	1	0
54	Principals	13	33	7	3	1
	Superintendents	6	9	2	-	-
	Teachers	33	128	28	5	2
	Supervisors	2	13	1	1	-
55	Principals	5	13	11	27	1
	Superintendents	1	3	10	3	-
	Teachers	17	85	37	54	3
	Supervisors	-	4	6	7	-
56	Principals	13	33	7	4	-
	Superintendents	4	11	2	-	-
	Teachers	24	120	34	16	2
	Supervisors	1	13	3	-	-
57	Principals	9	36	9	3	-
	Superintendents	5	10	2	-	-
	Teachers	21	131	34	8	2
	Supervisors	3	10	3	1	-
58	Principals	2	14	25	16	-
	Superintendents	-	9	7	1	-
	Teachers	7	62	94	29	4
	Supervisors	-	6	8	3	-
59	Principals	5	34	13	5	-
	Superintendents	3	11	2	1	-
	Teachers	16	125	36	17	2
	Supervisors	1	10	3	2	1

Item	Respondent	SA	A	D	SD	No Response
60	Principals	5	16	12	23	1
	Superintendents	1	7	7	2	-
	Teachers	18	94	37	43	4
	Supervisors	-	6	6	5	-
61	Principals	4	19	19	14	1
	Superintendents	1	13	2	1	-
	Teachers	18	100	45	29	4
	Supervisors	-	8	7	2	-

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